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AUTHOR Gelatt, H. B.; Colby, Pam
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ABSTRACT

A consortium involving California, Maryland, Michigan, and Missouri was established to develop and field test preservice and inservice competency-based staff development modules for career guidance and counseling personnel. A center consisting of a university and the state department of education was established in each of the four states. The module topics and competencies were based on data collected from a staff-development needs survey and the recording of critical incidents of effective and ineffective behaviors at each of the centers. Staff members at the four centers developed and field tested a total of twenty-seven modules. The following conclusions were derived from the twenty-seven field tests involving 479 participants: (1) all participants increased their self-rating of competence; (2) ninety-five percent of the participants rated the instructional methods as very or somewhat effective; (3) on a five-point scale (where 1 was highest and 5 lowest), participants gave a rating of 1.85 on the content as applicable, 1.69 on the content as valuable, 1.80 on the modules' providing new knowledge, and 1.83 on recommendation of the modules to others; and (4) with revisions following field testing, all modules are ready for utilization. (The appendix lists documents produced by the consortium and summarizes some of the field-test data. Copies of the modules are available from the four centers.) (EM)

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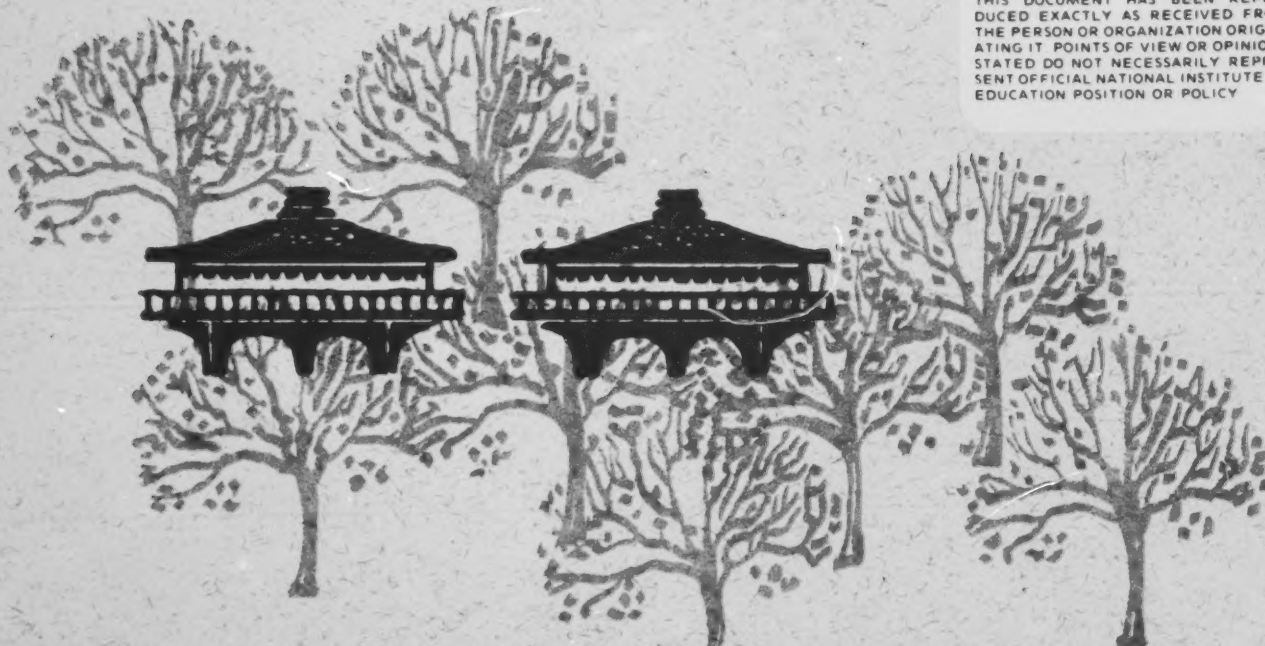
NATIONAL CONSORTIUM FOR RESEARCH
ON COMPETENCY-BASED STAFF DEVELOPMENT
IN COMPREHENSIVE CAREER GUIDANCE

H.B. GELATT

PAM COLBY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Post Office Box 1113 / Palo Alto, California 94302

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H.B. GELATT

PAM COLBY

AMERICAN INSTITUTES FOR RESEARCH
YOUTH DEVELOPMENT RESEARCH GROUP
P. O. BOX 1113
PALO ALTO, CALIFORNIA 94302

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TABLE OF CONTENTS

	<u>Page</u>
LIST OF EXHIBITS AND TABLES	ii
ACKNOWLEDGEMENTS	iii
INTRODUCTION (Consortium Purposes, Objectives, and Policy Board). . .	1
METHODS (Major Activities and Accomplishments)	6
A. Policy Board Meetings	7
B. Determining Module Topics and Competencies	7
C. Determining Module Format and Specifications	17
D. Pilot Testing	19
E. Field Testing	19
F. The Catalog	26
G. Dissemination	27
EVALUATION AND RESEARCH RESULTS	30
A. Field Test Evaluation Results	30
1. Participants	30
2. Pre and Post Participant Self-Assessment	32
3. Workshop Assessment and Comments	38
4. Participants' Achievement of Objectives	43
5. Follow-Up Assessment	45
B. Pre-Post Project Staff Interviews	51
1. Expectations	52
2. Activities	53
3. Continuing Problems	54
4. Side Effects	54
5. Impact	55
SUMMARY AND RECOMMENDATIONS	56
A. Module Development	56
B. Evaluation and Research	58
C. General Recommendations	59
APPENDICES	
A. List of Project Documents	A-1
B. Post-Module Participant Questionnaire Results	B-1

LIST OF EXHIBITS AND TABLES

	<u>Page</u>
 <u>EXHIBITS</u>	
Exhibit A - Competency Areas and Competencies Surveved.	8
Exhibit B - Strategies for Determining Competencies for Each Module Area	14
Exhibit C - Checklist for Assessing Staff Development Packages-- Form A and B	20
Exhibit D - Field Test Evaluation Outline	24
 <u>TABLES</u>	
Table 1 - Competency Importance by Teams and Totals	11
Table 2 - Discrepancy Between Importance and Level of Competence . .	12
Table 3 - Module Topic Assignments	13
Table 4 - Field Testing Information	25
Table 5 - Summary of Participant Information Across All Field Tests . .	31
Table 6 - Competency/Importance Rating Scale	33
Table 7 - Summary of Participant Change Scores on Self-Assessed Outcome Competence and Importance	33
Table 8 - Summary of Workshop Reactions for All 27 Module Field Tests	39
Table 9 - Summary of Participants Overall Reactions to Modules . . .	41
Table 10 - Summary of Participants' Achievement of Objectives	44
Table 11 - Summary of Participants and Numbers of Follow-Up Telephone Interviews	48

ACKNOWLEDGEMENTS

The module writers, who were the key to the success of the project, are listed on page 4.

The Policy Board Members of the Consortium are listed on page 1. These people were primarily responsible for the management and supervision of the project research, development, and production of products. Some members were also module authors. Dave Pritchard, Project Monitor, played an active and supportive role throughout the 18-month study.

G. Brian Jones and Steven Jung were primarily responsible for the development and design of the research strategies and instruments used in the project.

Jean Reynolds merits special acknowledgement for her responsibility with final camera-ready copy of all modules. She not only typed many, but reorganized and edited others. Jean was also involved in tallying field test data, as well as developing, editing, and typing the final report.

Beverly Harlan was the project's administrative assistant and took care of all the important administrative tasks.

Two other AIR staff members who played key roles during the early stages of the project are Carolyn Helliwell, as a module developer, and Charlie Dayton, as Assistant Project Director through mid-February 1976.

Although the final report is the result of the efforts of all of the above, H. B. Gelatt and Pam Colby, Director and Assistant Director, are the primary authors.

INTRODUCTION

CONSORTIUM PURPOSES, OBJECTIVES, AND POLICY BOARD

The concept of a national Consortium was central to this project. A national Consortium collaborating on the purposes and U.S. Office of Education (USOE) priority areas identified for this project was desirable for several reasons. First, since professional expertise in effective staff development was at a premium, the Consortium could coordinate the resources and competence of a set of Centers to capitalize on areas of professional specialization in each Center. Second, since national impact was desired not only by USOE but by professionals who desired to redirect staff development from its conventional cognitive-attitudinal rather than skill orientation, the Consortium could have comprehensive impact in all regions of the country if each Center was helped to become a dissemination and demonstration hub for its surrounding states. Finally, since only a few high-quality, transportable modules were currently available, the Consortium could quickly help overcome each Center's "start-up" problems by pooling modules developed by all Centers and other cooperating agencies.

Following is a list of the project's national Consortium members and their locations. Four Centers were established in California, Maryland, Michigan, and Missouri. They were coordinated by the American Institutes for Research (AIR). Each Center consisted of a university and the state department of education.

Anne Upton - California State Department of Education

Robert Swan - California State University, Long Beach

Niel Carey - Maryland State Department of Education

Nancy Schlossberg - University of Maryland

James Mahrt - Michigan State Department of Education

Garry Walz - University of Michigan

Tom Mock - Missouri State Department of Education

Norm Gysbers - University of Missouri

Dave Pritchard, Project Monitor - U.S. Office of Education

G. Brian Jones, Responsible Investigator - American Institutes for Research

H. B. Gelatt, Project Director - American Institutes for Research

Pam Colby, Assistant Project Director - American Institutes for Research

The basic purposes of the Consortium were for AIR and each of the regional Centers involved in the project to:

1. develop or adapt high quality staff development modules that are competency-based and equally appropriate to pre- and in-service settings;
2. field test those modules in either a pre- or in-service setting;
3. serve, within its geographic region, as a demonstration and dissemination vehicle for both the expansion of competency-based staff development and the improvement of career planning and growth of individuals exposed to comprehensive career guidance, counseling, placement, and follow-through programs.

Following is a listing of the objectives which were aimed at achieving the above purposes and which describe the project's products, schedule, and activities.

Product Objective 1: By April 1976, AIR, using the results of its continued national search, will complete the referencing of useful staff development materials into the design specifications of each module to be developed by the Centers and AIR. By 1 October 1976, AIR will finalize a catalog indexing all such resources.

Product Objective 2: By 1 October 1975, the Consortium Policy Board will produce a comprehensive model of competencies for educational personnel providing, evaluating, and improving career guidance, counseling, placement, and follow-through services to children, youth, and adults. This model will indicate the areas of specialization on which the Consortium's module development will concentrate during this project.

Product Objective 3: By 1 December 1975, the Consortium Policy Board will approve a standardized format outline that will specify criteria which all modules under development must meet. This outline will provide the format specifications that each module developer can use to guide his/her creative efforts.

Product Objective 4: By 1 December 1975, this Policy Board will approve the content specifications (including the exact competencies and performance objectives) of each module that each Center and AIR will develop during this project. These approved specifications will then shape the module development activities occurring between December 1975 and April 1976.

Product Objective 5: By 1 April 1976, the Consortium Policy Board will approve for pilot testing a draft of each module produced in this project.

Product Objective 6: By 15 July 1976, the Consortium Policy Board will approve field test drafts of each module.

Product Objective 7: By 15 September 1976, the Consortium Policy Board will produce a summary report of all research and evaluation conclusions resulting from this project. It will also make recommendations to each Center's team and USOE on decisions which should be made regarding future competency-based staff development in this area and the use of this project's products.

Product Objective 8: By 31 December 1976, the Consortium will produce a USOE-approved report of this 18-month project and a coordinated set of 27 modules that have been revised by their developers based on field test results.

Central to the purposes of the Consortium was the concept of "competency-based." The Consortium attempted to go beyond the conventional cognitive or attitudinal levels emphasized in most staff development programs. Instead, it focused on specific competencies which guidance personnel need in order to deliver services to various target populations and in various areas of guidance, counseling, placement, and follow-through. Along with emphasizing high priority skills, the Consortium aimed to develop training modules which are easily transportable and transferable to a variety of settings, both pre- and in-service.

The Consortium addressed itself primarily to two of five priority areas listed by USOE for research projects in vocational education during the year in which it was funded. The first area focused on the need for comprehensive systems of guidance, counseling, placement, and follow-through services. The second area was the need to improve the motivation, instructional, and service skills of educational personnel serving the educationally disadvantaged, handicapped, and minorities. The list of module titles developed reflects the emphasis on these two USOE high priority areas. Specific module topic areas were determined on the basis of a staff development needs survey, the analysis of critical incidents collected for the topic areas, and the availability of Consortium staff expertise in specific areas.

Following is a list of the 27 competency-based staff development modules produced by the project, the authors, and the Centers at which they were

written. Each module includes a learner's manual and a coordinator's guide.

Staff Development Modules Produced by the Consortium

CALIFORNIA

1. Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
2. Helping Elementary Students Plan for the Future - Diane McCurdy
3. Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
4. Developing Facility Maintenance Competencies for Career Resource Technicians - Clarence Johnson
5. Developing People Relationship Competencies for Career Resource Technicians - Jill Padick and Dale Dobson
6. Establishing a Career Resource Center - Robert A. Wood, Neal Rogers, Clella Klinge

MARYLAND

7. Building Career Information-Seeking Behaviors - Richard H. Byrne
8. Providing Life/Career Planning for Women and Girls - Janice M. Birk
9. Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
10. Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

11. Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
12. Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
13. Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
14. Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
15. Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
16. Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

MISSOURI

17. Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
18. Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
19. Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
20. Conducting Follow-Up and Follow-Through Programs - Joyce Fielding and Marvin Fielding
21. Developing Effective Public Relations - Norman C. Gysbers

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22. Providing Career Guidance for Young Women - Pamela G. Colby
23. Providing Guidance Services for Students with Physical Disabilities - Susan L. McBain
24. Developing and Conducting In-Service Programs - Al Stiller
25. Helping Students Explore Work and Leisure Options - Pamela G. Colby
26. Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
27. Providing Guidance Services for the Elderly - Ellen A. Stewart

In addition to the 27 modules, products include updated additions to a catalog of competency-based staff development programs and statements of competencies. This catalog was produced by an OE-funded project conducted by AIR and titled "A Validated Program Development Model and Staff Development Prototype for Comprehensive Career Guidance, Counseling, Placement, and Followup" (Grant No OEG-0-74-1721).

The remainder of this report has four basic sections:

- Methods (Major Activities and Accomplishments)
- Evaluation and Research Results
- Summary and Recommendations
- Appendices

The Methods section reports on the management aspects of the 18-month project. It describes the project's major activities and accomplishments.

The section on Evaluation and Research Results displays and describes data from the module field tests, follow-up phone interviews, and interviews conducted throughout the project with staff from the participating Centers.

The section on Summary and Recommendations summarizes across the data analyses and presents recommendations.

The Appendix lists documents produced by this project and presents summaries of some of the data collected in module field tests.

METHODS

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

- A. *Policy Board Meetings*
- B. *Determining Module Topics and Competencies*
- C. *Determining Module Format and Specifications*
- D. *Pilot Testing*
- E. *Field Testing*
- F. *The Catalog*
- G. *Dissemination*

The success of a Consortium depends to a great extent upon cooperation and effective collaboration among all its members. The major responsibility for the management and coordination of this Consortium was invested in AIR and its staff. Policy was determined and progress was monitored by the Policy Board, which consisted of two representatives from each Center. The Policy Board members and other Consortium personnel are listed on page 1. AIR and each Center also employed other staff to assist in research, module writing, typing, and other project tasks.

Following is a brief description of the major activities and accomplishments during the 18 months from 1 July 1975 to 31 December 1976.

A. Policy Board Meetings

Four Policy Board Meetings were conducted to determine policy, to review progress, and to develop plans for the Consortium activities and reports. Following is a list of dates and sites for these meetings and a statement of the major purposes.

The first Policy Board Meeting was held 16-17 September 1975 at AIR in Palo Alto, California. The major purpose of this meeting was to determine module topic assignments (Product Objective #2) and to gain a clear understanding of each person's role and responsibility on the project.

The second Policy Board Meeting was held on 10-12 December 1975 at AIR. The major purpose of this meeting was to approve module format and content specifications and to approve a research and evaluation plan (Product Objectives #3, 4, and 7). Procedures for pilot testing and field testing the modules were also discussed (Product Objectives #5 and 6). At this meeting the Consortium made an important deviation from the original plan. Module writers from each Center were invited to attend this meeting for the purpose of becoming acquainted with format and content specifications and to receive training in writing objectives and designing competency-based activities.

The third Policy Board Meeting was held on 5-7 May 1976 at AIR. The major purpose of this meeting was to approve camera ready copy specifications for the modules and the final field test evaluation plan (Product Objectives #6 and 7).

The scheduled fourth Policy Board Meeting was cancelled in order to accommodate budgeting the expanded second Policy Board Meeting and writers' training workshop.

The final Policy Board Meeting (fifth scheduled) was held on 6-7 October 1976 in St. Louis, Missouri. The major purpose of this meeting was to review preparations for the final report (Product Objective #8) and to discuss dissemination plans and recommendations.

B. Determining Topic Areas and Competencies for Module Development

In order to determine the topics and competencies to include in the development of pre- and in-service training for career guidance personnel, several steps were followed. These steps, aimed at achieving Product Objective #2, are outlined here.

(1) Staff Development Needs Survey

The four Centers and AIR first conducted a survey of career guidance personnel training needs from professional staff members at each Center. The survey covered the competency areas and specific competencies outlined in Exhibit A.

* ** *** ** * ** *** ** * ** *** ** *

EXHIBIT A

COMPETENCY AREAS AND COMPETENCIES SURVEYED

COMPETENCY AREA

- A. *Skills in Using Systematic Planning and Evaluation to Improve Career Guidance Programs for Clients*

COMPETENCE

1. Knowledge and skills in planning improved programs based on an explicit career development theory and set of assumptions as well as needs assessment data.
2. Knowledge and skills in developing (structuring) improved programs.
3. Knowledge and skills in implementing improved programs.
4. Knowledge and skills in collecting accountability information to evaluate the costs and impact of such programs, employing results management, and using the data to make key decisions.
5. Knowledge and skills in establishing program organizational procedures and patterns.

COMPETENCY AREA

- B. *Skills in Meeting the Career Needs Common to All Clients*

COMPETENCE

1. Knowledge and skills to help clients in personal assessment (e.g., using tests and other techniques to assess personal characteristics and needs).
2. Knowledge and skills to help clients clarify their values.
3. Knowledge and skills to help clients learn more about and explore career options (e.g., understanding the sociological history and psychological meaning of work, understanding occupational clusters, finding and using occupational information, benefitting from career exploration experiences, exploring available educational options, and becoming aware of leisure opportunities).
4. Knowledge and skills to help clients acquire and practice career decision making skills.
5. Knowledge and skills to help clients in goal setting and career planning (e.g., establishing plans of action).

EXHIBIT A (CONTINUED)

6. Knowledge and skills to help clients in career development toward their goals.
7. Knowledge and skills to help clients in career placement (e.g., preparing resumes, interviewing for career options, securing job and educational placements).
8. Knowledge and skills to conduct career follow-up and follow-through (e.g., collecting data on graduates, helping them continue career planning and development, evaluating the effectiveness of placement procedures, evaluating previous educational and guidance programs).

COMPETENCY AREA

- C. *Skills in Meeting the Unique Career Needs of Special Target Groups*

COMPETENCE

1. Knowledge and skills in working with girls and women.
2. Knowledge and skills in working with ethnic minorities.
3. Knowledge and skills in working with physically and educationally handicapped individuals.
4. Knowledge and skills in working with adults.
5. Knowledge and skills in working with the elderly/aged.
6. Knowledge and skills in working with postsecondary education students.
7. Knowledge and skills in working with elementary school children.

COMPETENCY AREA

- D. *Skills in Using and Evaluating Innovative Intervention Techniques*

COMPETENCE

1. Knowledge and skills in human relations in using interpersonal communication techniques (e.g., relating effectively with verbal and nonverbal skills, creating and maintaining rapport, respect, fairness, support).
2. Knowledge and skills in individual counseling (e.g., conceptualizing cases, teaching personal problem-solving strategies, applying behavior assessment and analysis techniques, applying behavior modification strategies, using social modeling, engaging in behavioral rehearsal, writing case reports, determining counseling contracts, evaluating counseling impact, making referrals).
3. Knowledge and skills in group guidance and counseling (many of the specific skills listed under individual counseling may also be used in group guidance and counseling).
4. Knowledge and skills in using paraprofessionals and appropriate technology (e.g., computers and other data processing equipment, audio-visual equipment, instructional counseling units).

EXHIBIT A (CONTINUED)

5. Knowledge and skills in designing, establishing, staffing, maintaining, and evaluating career centers.
6. Knowledge and skills in identifying, incorporating, and utilizing community resources.
7. Knowledge and skills in studying futurism, developing future projections, and communicating such projections to career deciders.

COMPETENCY AREA

E. *Skills in Maintaining and Improving the Educational System and Its Environment on Behalf of Clients' Career Needs*

COMPETENCE

1. Knowledge and skills in providing consultation to staff, parents, administrators, and community representatives.
2. Knowledge and skills in client advocacy (e.g., monitoring and intervening in the educational system and its economic, political, and social environment to help clients meet their needs, including clients in decision making).
3. Knowledge and skills in maintaining public relations needed to support client programs.
4. Knowledge and skills in educating and counseling parents to help their children solve problems.
5. Knowledge and skills in conducting and using research, (e.g., institutional and local descriptive research, experimental investigations of client-intervention interactions, identification and use of published research results).
6. Knowledge and skills in conducting updated inservice staff development and articulating this with preservice education.

* ** *** ** * ** *** ** * ** *** ** *

The results of this survey are reported in Tables 1 and 2 on pages 11-12. The competencies listed in these tables as A-1, B-1, etc., refer to those used in Exhibit A. Respondents were asked to rate each item on the importance for school guidance personnel and on the current level of competence of school guidance personnel. Table 1 reports the results of the importance rating by each of the nine teams and the total average. Table 2 reports the results across all teams of the discrepancy ratio between ratings of importance and ratings of current level of competence of guidance personnel. These results are listed in rank order with the largest discrepancy item listed first.

The nine teams represent selected individuals from each of the Con-

TABLE 1
COMPETENCY IMPORTANCE BY TEAMS AND TOTALS
(Averages)

Competencies	CaSDE 1	CSULB 2	MdSDE 3	UofMd 4	MiSDE 5	UofMi 6	MoSDE 7	UofMo 8	AIR 9	Total
A-1	3.5	3.8	4.0	4.0	4.0	4.0	3.8	3.6	3.7	3.82
2	3.5	3.8	4.0	4.0	3.8	4.0	3.5	4.0	3.6	3.74
3	4.0	3.8	4.0	4.0	3.8	4.0	3.8	4.0	3.7	3.87
4	3.8	3.6	4.0	3.5	3.2	3.5	3.8	3.3	3.6	3.49
5	2.8	3.2	3.3	3.5	3.8	3.3	3.2	3.3	3.3	3.21
B-1	3.5	3.6	3.3	4.0	3.4	3.5	3.5	3.3	3.6	3.51
2	3.8	3.6	3.3	4.0	4.0	3.5	3.6	3.6	3.6	3.59
3	3.5	3.8	4.0	4.0	4.0	3.8	3.8	4.0	3.3	3.74
4	3.8	3.6	4.0	4.0	4.0	4.0	3.6	4.0	3.9	3.85
5	3.5	3.6	4.0	3.5	4.0	3.8	4.0	4.0	3.6	3.80
6	3.5	3.8	4.0	4.0	3.8	3.8	3.8	4.0	3.3	3.51
7	3.0	3.4	3.3	3.0	3.4	3.5	3.5	4.0	3.3	3.38
8	3.5	3.4	3.3	3.0	3.8	3.0	3.5	3.6	3.3	3.41
C-1	3.3	3.6	3.6	3.5	3.2	3.0	3.0	3.3	3.4	3.31
2	3.5	3.6	3.6	3.5	3.5	3.8	3.0	3.5	3.4	3.26
3	3.0	3.6	3.6	3.5	2.8	3.3	3.2	3.3	2.7	3.05
4	3.0	3.3	3.3	2.5	3.0	3.3	3.2	3.3	3.4	3.18
5	2.3	3.0	3.0	2.5	2.3	3.0	2.3	2.6	3.1	2.67
6	2.8	3.6	3.3	2.5	3.5	2.8	3.3	3.3	3.0	3.08
7	3.3	3.0	3.6	2.5	3.3	3.5	3.6	3.3	3.1	3.03
D-1	3.8	3.6	3.6	3.5	4.0	3.8	3.3	3.6	3.6	3.64
2	3.3	3.4	3.6	3.5	3.2	3.5	3.2	3.6	3.4	3.38
3	3.5	3.2	3.6	3.5	3.8	4.0	3.5	3.6	3.6	3.59
4	3.3	3.4	3.0	3.0	3.2	4.0	3.2	3.6	3.0	3.21
5	3.0	3.4	3.6	3.0	3.8	3.0	3.3	3.6	3.0	3.31
6	3.8	3.4	3.3	2.5	3.2	3.0	3.6	3.3	3.3	3.33
7	3.0	3.6	3.0	2.5	2.4	3.5	3.2	3.0	3.0	3.05
E-1	3.8	3.2	3.6	3.0	3.4	3.3	3.8	3.3	3.3	3.44
2	3.8	3.0	3.6	3.5	3.2	3.5	3.3	3.6	3.3	3.38
3	3.5	3.6	3.6	2.5	3.4	3.0	3.5	3.6	2.9	3.31
4	3.3	3.4	3.6	3.5	3.3	3.3	3.5	3.6	3.1	3.28
5	3.0	3.2	3.6	3.0	3.0	3.5	3.0	3.0	3.1	3.15
6	3.0	3.6	3.3	3.5	3.2	4.0	3.8	4.0	3.1	3.49

TABLE 2
DISCREPANCY BETWEEN IMPORTANCE AND LEVEL OF COMPETENCE

Rank	Discrepancy*	Importance	#	Competency	Center
1	1.93	3.49	A-4	Accountability	Calif
2	1.87	3.82	A-1	Planning	Michigan
3	1.79	3.05	D-7	Futurism	
5	1.77	3.87	A-3	Implementation	
5		3.85	B-4	Career Decision Making Skills	AIR
5		3.49	E-6	Inservice	AIR
7	1.66	3.74	A-2	Structuring Programs	Calif
8.5	1.62	3.21	D-4	Paraprofessionals	
8.5		3.31	D-5	Career Center	
10	1.54	3.26	C-2	Ethnic	Calif, Md.
11.5	1.51	3.38	E-2	Client Advocacy	Michigan
11.5		3.15	E-5	Research	AIR
13	1.49	3.05	C-3	Handicapped	
14	1.47	3.80	B-5	Goal Setting	
15.5	1.46	3.41	B-8	Follow Through	Missouri
15.5		3.59	D-3	Group Counseling	AIR
17	1.43	3.74	B-3	Career Options	
18.5	1.41	3.38	B-7	Career Placement	
18.5		2.67	C-5	Elderly	Missouri
20	1.39	3.31	C-1	Women	AIR
21	1.38	3.33	D-6	Community Relations	AIR, Md.
22	1.36	3.21	A-5	Program Organization	Michigan
23	1.34	3.31	E-3	Public Relations	Missouri
24	1.28	3.28	E-4	Parents	
25.5	1.26	3.59	B-2	Values	
25.5		3.44	E-1	Consultation	
27	1.25	3.51	B-6	Career Development	Maryland
28	1.18	3.18	C-4	Adults	
29	1.03	3.03	C-7	Elementary	
30	.98	3.64	D-1	Interpersonal Skills	Calif
31	.85	3.08	C-6	Post-Secondary	
32	.72	3.51	B-1	Personal Assessment	
33	.68	3.38	D-2	Individual Counseling	

*overall discrepancy ratio between rating of importance and rating of guidance staff members' current level of competence

sortium Centers and AIR. The data were collected by each team. Teams listed in Table 1 are as follows:

Survey Teams

1. California State Department of Education (CaSDE)
2. California State University, Long Beach (CSULB)
3. Maryland State Department of Education (MaSDE)
4. University of Maryland (UofMd)
5. Michigan State Department of Education (MiSDE)
6. University of Michigan (UofMi)
7. Missouri State Department of Education (MoSDE)
8. University of Missouri (UofMo)
9. American Institutes for Research (AIR)

(2) Assignment of Topics and Competencies

Topics for staff development were assigned to each Center according to the following factors:

- the needs survey results (see Table 2, page 12)
- the availability of expertise and interest in each Center
- broad total coverage of topics to assure comprehensiveness

Table 3 is an outline of the topic assignments as determined at the First Policy Board Meeting.

TABLE 3
MODULE TOPIC ASSIGNMENTS

Center	Topic Area	# of Modules	Survey #
Calif	Paraprofessionals	2	D-4
	Career Center	1	D-5
	Elementary	2	C-7
	Accountability	1	A-4
Maryland	Women	1	C-1
	Adults	2	C-4
	Career Center	1	D-5
Michigan	Program Organization	2	A-5
	Futurism	2	D-7
	Ethnic	2	C-2
Missouri	Placement	3	B-7
	Follow-Through	1	B-8
	Public Relations	1	E-3
AIR	Women	1	C-1
	Elderly	1	C-5
	Handicapped	1	C-3
	In-service	1	E-6
	Career Options	1	B-3
	Career Decision Making	1	B-4

(3) Critical Incident Collection

Data on specific competencies needed in each topic area were collected by the use of the critical incident technique. Each Center and AIR collected incidents for each of its topics, on tasks and requisite skills needed by educational personnel developing and implementing comprehensive career guidance, counseling, placement, and follow-through services. These data were collected from experts who were experienced in providing these services. Incidents of effective and ineffective performance were submitted.

Analyses of these incidents then provided another set of information for establishing the specific competencies to be included in the staff development modules for each topic area.

(4) Determining Specific Competencies in Each Module

Specific competencies on which each module focused were determined by results of the critical incident analyses, literature review of expert opinion, and analyses of available staff development materials.

Exhibit B is a reprint of the strategies proposed by AIR and approved at the first Policy Board Meeting. Each Center determined the competencies to be included in each module following these strategies.

* ** *** ** * ** *** ** * ** *** ** *

EXHIBIT B

STRATEGIES FOR DETERMINING COMPETENCIES FOR EACH MODULE AREA

I. Purpose. Each module assignment in the Consortium represents a broad competency area. Areas can be operationalized more specifically by identifying the knowledge, attitude, and competency/skill outcomes that guidance and counseling personnel must possess in order to successfully perform tasks in this area. The most immediate reason for our determining the crucial competencies for each area is so that we can agree upon the content specifications of each module to be produced by Consortium teams. These competencies will form the key ingredients of some of each module's behavioral objectives. Module writing should not be initiated until such objectives are stated and agreed upon.

II. Alternate Strategies. We recommend that each team use each of the following approaches to determine the competencies in its module areas.

EXHIBIT B (CONTINUED)

- A. Expert Opinion. Literature reviews related to each area and informal opinions and reactions solicited from knowledgeable persons can help identify outcomes various "experts" believe are important.
- B. Analysis of Available Staff Development Materials. Although the validity of the content available through these sources often is as questionable as is that obtained through strategy A above, it can provide a suitable doublecheck. Conventional staff development materials emphasize the type of cognitive outcomes (and even these usually are not stated explicitly) that should receive minimal attention in the Consortium's modules. Skill outcomes can best be identified from competency-based staff development materials. For this reason, AIR has been conducting a national search over the last year for competency-oriented resources. A catalog of competency education programs and competency lists is now available. AIR staff not only will maintain, update, and expand this catalog during the Consortium project, but also will be helping each team index the available resources using the competency areas of their module assignments.
- C. Data Collection Through Task and Competency Analyses. We recommend that this strategy receive the most attention. It entails:

1. identifying generic and situation-specific tasks that guidance and counseling personnel functioning within your module area perform in practical settings (i.e., conduct a task analysis); and
2. specifying competencies needed to perform these tasks (i.e., conduct a competency analysis).

The collection of both types of data could be accomplished through:

1. direct observation of guidance and counseling personnel actually functioning (successfully or unsuccessfully) in your module area. Trained observers or self report could be used to implement this type of time-task-job analysis.
2. questionnaires and checklists sampling the opinions and feelings of workers and their supervisors regarding tasks performed and skills required for those tasks. Clients receiving services might be another source of data.
3. the critical incident technique is another direct observation method that can be administered to persons identified as expert in your module area. Using this technique, they identify for key tasks actual behavioral incidents that have occurred, can be documented, and are sufficiently critical to illustrate how specific competencies led either to the effective or ineffective performance of those tasks.

We recommend that the third of the above data collection procedures be used. Its implementation for this project is outlined and illustrated in the next section.

EXHIBIT B (CONTINUED)

III. Critical Incidents of the Performance of Guidance and Counseling Personnel

A. An "incident" is "any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects."¹

The essence of this technique is that: (1) reports from only qualified observers are included; (2) only simple judgments are required of the observers so that inferences and interpretations of a highly subjective nature are avoided.

B. Steps in Administration

1. Select the persons to record incidents for your module area.
 - a. Make sure they are qualified as knowledgeable persons in this area because of their job and training requirements.
 - b. The more experts who agree to participate, and the more incidents they provide, the better. We hope that a minimum of 100 incidents will be collected to help determine critical competencies for your area. AIR staff will help you analyze, classify, and summarize the incidents you collect.
 - c. You might want to consider paying these experts.
 - d. These experts should not be limited to persons in your immediate locale. They could reside anywhere across North America where the successful delivery of human services in your content area is being achieved. However, the incidents should be collected through an interview process, using interviewers willing and able to follow standardized instructions and procedures. The interviewing constraint can reduce your latitude in selecting your experts/interviewers. However, since this project is a national consortium, perhaps we can assist each other by conducting interviews within our own communities.
2. Write a statement that will specifically define the area of competencies for which you want observations. Such a statement would include at least the following:
 - a. description of the general type(s) of activity in this area
 - b. specific behaviors that illustrate this area (examples)
 - c. criteria you will use to decide whether or not each interviewee's incidents are relevant to your area (definition of the domain, e.g., things inclusive and exclusive)
 - d. criteria you will use to assess the importance of each incident judged to be relevant

¹Flanagan, J. C. The Critical Incident Technique. Psychological Bulletin, 1954, 51, 327-358.

EXHIBIT B (CONTINUED)

3. Work with AIR staff to adapt the "Example Performance Record" to each of your area(s). Once agreement is reached on the format and content of your instrument, AIR will print and send you the number of copies that you decide to have administered.
4. Administer, collect, and forward to AIR the critical incidents you want to use in designing the content of your modules.
5. React to, have modified, and approve the analysis, classification, and summarization which AIR staff submit to you for the data you forwarded.
6. Use the identified competencies to validate or modify those you identified through other strategies (such as those listed in section II above).

* ** *** ** * ** *** ** * ** *** ** *

C. Determining Module Format and Specifications

Once module topics and competencies had been determined, module outlines could be developed. Module writers researched their topic areas and drafted outlines according to specifications suggested by AIR and approved by the Policy Board.

(1) Module Objectives, Content, and Activities

The following documents were prepared to assist writers in the development of the module objectives, content, and activities in order to establish a coordinated approach to the development of 27 modules.

- *Suggested Guidelines for Module Writers.* This included format and style suggestions such as how to make learning materials self-motivational and practical; principles for table of contents, glossary, appendix, and references; and regulations for lengths of pages and instructional time.
- *Outline of Module Content Specifications.* This included a specific outline of what writers should prepare for the Second Policy Board Meeting on 10-12 December 1975.
- *Example Set of Specifications.* AIR prepared a specimen of an outline for one module as an example or guideline for module writers.

At the end of the second Policy Board Meeting, writers shared their outlines and gave each other feedback on suggested revisions. In addition, AIR staff reviewed and helped improve the objectives, content, and activities for all module outlines, using forms developed for this purpose: *Possible Guidelines for Assessing Module Objectives in Module Outlines* and *Guidelines for Assessing Module Content/Activities in Module Outlines*. These forms specified criteria which would be used in an attempt to provide some quality

control on the development of module objectives, content, and activities. Following the second Policy Board Meeting, AIR provided Centers with a task/time outline for module writers to assist them in completing their modules on schedule.

In addition to the modules themselves, coordinators' guides were developed for all modules. The coordinators' guides described the general role of a module coordinator, the tasks of the coordinator specific to the particular module, and the criteria to use in assessing participants' achievement of the module objectives.

Throughout the project, the Centers consulted with AIR staff by phone or in person on the development and revision of module objectives, content, and activities, and criteria for assessing participants' achievement of the objectives. AIR encouraged writers to focus on developing materials which emphasized the application of skills.

(2) Module Format and Production

After the second Policy Board Meeting, AIR sent the Centers an outline of a possible common glossary, a standard format for references, and suggested production specifications to use in preparing camera-ready copy for field test production. At the third Policy Board Meeting, camera-ready specifications and production procedures were discussed and determined. Camera-ready specifications included information on the use of cartoons or other graphics, page layout, typing, obtaining reprint permissions, and other details related to format and the preparation of original copy from which the printed field test versions would be produced. AIR recommended that each Center have its modules edited for readability and consistency of terminology. Also at that meeting, Policy Board members and AIR staff worked together on cover design for the modules, with AIR assuming responsibility for the final layout and printing of all module covers.

Production procedures included scheduling the delivery of the Centers' camera-ready modules to AIR for printing. AIR staff assumed the responsibility of inserting headliner headings for Centers unable to do this themselves. AIR staff also did a final check of the camera-ready modules received, and made changes as necessary to make sure that each was in the proper condition for printing. Fifty copies of each learner's manual and 25 copies of each coordinator's guide were printed. AIR Consortium staff worked

closely with AIR print shop staff to ensure that each module was printed and mailed to the appropriate location in time for its scheduled field test date. One Center (Maryland) printed its own modules.

D. Pilot Testing

Prior to pilot testing of all modules (Product Objective #5), evaluation procedures were designed and approved. The review process included each module's review by AIR staff and another Consortium staff member. These persons reviewed objectives, content, activities, and format for each module. AIR staff used Form A of the Checklist for Assessing Staff Development Packages (Exhibit C) to evaluate the module goal and objectives. Policy Board members used Form B of the same checklist (Exhibit C) to evaluate the module content/activities, format, and assessment of participants' achievement of the module objectives.

Following staff review, each module was pilot tested with a small group of guidance personnel, generally five to ten people each. Wherever possible, pilot test participants were chosen on the basis of their experience in the module topic area. The purpose of the pilot tests was to provide module writers with feedback on the effectiveness of the module training materials and suggestions for their improvement. Each participant completed a *Participant Reaction Form* for this purpose. AIR also provided pilot test administrators with directions for administering this evaluation instrument.

Feedback from these pilot tests generally indicated areas where content and presentation was excellent and should be retained, and areas where content or presentation was inappropriate, too lengthy, unclear or unnecessary and should be omitted. The most common revisions following pilot testing were to decrease the length of the text material and to reduce the number of objectives.

E. Field Testing

The module writers used the input from the pilot test participants, AIR staff, and Policy Board members to revise their modules prior to each module's field test (Product Objective #6).

All 27 modules were field tested in various settings around the country. The Centers were responsible for locating field test sites and participants

CHECKLIST FOR ASSESSING
STAFF DEVELOPMENT PACKAGES

Title of Package Reviewed _____

Name of Reviewer _____ Date of Review _____

Directions: Use the following items as guidelines. Check (✓) each item only if your review of the package indicates that the module writer(s) have met that guideline well. Do not attempt to differentially weight these guidelines. Rather, use them as equal units intended to point out module areas which the writer(s) might improve. Use the space opposite each item to write additional comments that might help the writer(s). Make sure that an AIR staff member completes Forms A and B for each module reviewed.

1. Completeness of the Package

All parts of the package are available including: Learner's Guide, Coordinator's Guide, and supporting materials. (Specify any missing components. For a listing of all parts of the Learner's Guide and Coordinator's Guide, see the section on "Format" in Charlie Dayton's September 1975 three-page set of "Suggested Guidelines for Module Writers").

2. Adequacy of the Title

It begins with a gerund, makes it clear who the target audience is, and is descriptive of the competencies to be delivered by the package.

3. Adequacy of the Goal Statement

- ____ (a) specifies the target audience to whom this module is addressed.
- ____ (b) communicates the desirability of focusing on this module area and this module's competencies.
- ____ (c) summarizes those competencies; provides an explicit rationale for selecting these competencies (including references to empirical data -e.g., critical incidents-support, if available).
- ____ (d) states relationship (or sequencing) of this module with others.

4. Adequacy of the Module Objectives

- ____ (a) each objective is easily understood (simple, concise, specific) without additional assistance except from a glossary that is available to participants.
- ____ (b) each one describes an observable knowledge, attitudinal, or performance skill outcome (entailing a generalizable/transferrable set of behaviors that produces a tangible product that can be assessed).

Developed at the American Institutes for Research, under support from the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

March 1976

EXHIBIT C (CONTINUED)

- ____ (c) the set of objectives includes at least three skill outcomes and at least one attitudinal and one knowledge outcome.
- ____ (d) all unique testing (not the training) conditions under which each objective will be assessed are clearly stated (in some cases information on these conditions might be omitted if they are clearly implied or the place where they are described is referenced).
- ____ (e) all standards (criteria) by which the performance required for each objective can be assessed are addressed (if detailed performance in simulated or real-life settings will be required, the objectives give examples of some of the desired indicators of that performance or the types of items that will be contained in a checklist used to judge that performance).

NOTE: The above five guidelines concentrate on the quality of the format of the objectives. They do not address questions regarding the feasibility and desirability of the objectives. These questions supposedly were resolved during the module outline review process. However, if quality and feasibility concerns such as the following still exist, note them here as well.

DESIRABILITY QUESTIONS

Does each objective address a behavior that is one of the 4-6 (number of objectives in this module) most critical, significant outcomes of this module's topic? Does an objective overlap one or more in another module? Does it avoid the trivial and/or the obvious? Does it relate specifically to the module topic and not to general skills applicable almost anywhere? Will it be practical in the participant's work setting?

FEASIBILITY QUESTIONS

Can this set of objectives be met in a module that takes about six (6) hours of learning time for the typical participant? Or are the objectives lean (will take less time) or too heavy (will demand much more time)? Can at least one activity that will be interesting and self-motivating be developed for each objective?

____ 5. Integration of Goal and Objectives

The objectives systematically relate to (deliver on) all parts promised in the goal statement.

____ 6. Integration of Objectives and Module Sections

Each objective is keyed to the page numbers of the section that attempts to deliver it.

EXHIBIT C
(CONTINUED)

CHECKLIST FOR ASSESSING
STAFF DEVELOPMENT PACKAGES

FORM B
(Policy Board Members
and AIR Staff)

Title of Package Reviewed _____

Name of Reviewer _____ Date of Review _____

Directions: Use the following items as guidelines. Check (✓) each item only if your review of the package indicates that the module writer(s) have met that guideline well. Do not attempt to differentially weight these guidelines. Rather, use them as equal units intended to point out module areas which the writer(s) might improve. Use the space opposite each item to write additional comments that might help the writer(s). On Form A of this Checklist, AIR staff once again will be reviewing each module's: completeness, title adequacy, goal statement adequacy, objectives' adequacy, integration of goal and objectives, and integration of objectives and module sections. If you have comments regarding any of these topics for this module, please write them down and attach them to this Checklist.

1. Quality of Module Content

- ____ (a) motivates the participant. For example, the text shows advantages of developing skills in this area; provides frequent examples--practical, real ones--to tie the module to participant's experience.
- ____ (b) is sensitive to the participants. For example, assumes limited expertise in the topic area; assumes high intelligence in participants; avoids triviality; and is appropriate for the interests, experience, attitudes, and competence of the participants.
- ____ (c) is well paced. For example, the text intersperses active and passive learning experiences; has sections that are reasonably short (rough guidelines: passive sections within 20 minutes; active sections within an hour); and makes reasonable demands for the time allowed.
- ____ (d) emphasizes active learning experiences. For example, the text makes group discussions and experiential activities central; and wherever possible, has participants producing tangible products (things they can take home and use).
- ____ (e) presents well-structured activities. For example, the text avoids the "dream up" or "brainstorm" type of activity; relates activities to participants' own situations where possible; uses the structure that is best for the objective (i.e., individual work, dyads, triads, small or large groups); makes the purpose of each activity clear; where appropriate, uses media devices; and states clear, detailed directions.
- ____ (f) employs constructive feedback systematically. For example, the text provides a means for participants to receive corrective feedback in the skills they are developing; uses both coordinator and peers for this; provides any needed feedback for the coordinator; and gives opportunity to re-practice (and re-assess) skill performance that doesn't meet desired proficiency levels.
- ____ (g) uses an interesting writing style. For example, the text is written in a friendly, relaxed tone and a clear, direct style; wherever possible it is brief; it is concrete, providing examples (real, typical, common) to illustrate ideas and points; and it attempts humor where appropriate and possible.
- ____ (h) is well organized. For example, the text incorporates summaries, before and after sections of the module.

EXHIBIT C (CONTINUED)

2. Quality of Module Performance Test

- ____ (a) its items clearly relate to each of the module's objectives.
____ (b) helpful feedback/answers are provided for each item.

3. Quality of Suggested References for Further Reading

- ____ (a) pertinent references are identified.
____ (b) a sufficient number of references is provided.
____ (c) annotations on all references are included to help participants make selections.
____ (d) adequate information is provided to help participants access these references.

4. Quality of Module Format and Production

- ____ (a) sex biasing in use of pronouns has been avoided.
____ (b) size and placement of headings are systematically varied.
____ (c) all pages of the text have right-hand margins and key words (descriptors are appropriately inserted in these margins).
____ (d) all references follow APA style as noted in its Publications Manual.
____ (e) terms and definitions provided in the draft Glossary (the one HB circulated with his 21 January 1976 memo) are employed consistently.
____ (f) an adequate number of illustrations and/or cartoons are employed.
____ (g) such illustrations and cartoons are interesting, informative, and well-integrated.

5. What are your overall reactions to this package? (check one)

- ____ It will be very useful in helping participants acquire and practice the competencies on which it focuses.
____ It will be useful but it has some gaps and limitations.
____ It has as many weaknesses as it has strengths.
____ It will probably not be very useful, as it has many weaknesses.
____ It is a waste of time; it will not be useful to most participants.

6. Do you have any criticisms of this package or suggestions for improving it? Please list your ideas below:

for their own modules. Some of the modules were field tested in pre-service settings, some in in-service settings, and some in both.

During the third Policy Board Meeting, a field test evaluation plan was presented and approved. The plan essentially outlined the instruments to be administered during the field test, and schedule of administration and the role of AIR and the Centers. Following is a brief outline of this plan (Exhibit D).

* ** *** ** * ** *** ** * ** *** ** *

EXHIBIT D

FIELD TEST EVALUATION OUTLINE

A. Participant Information Form

1. Given at the beginning of each field test
2. This will include space for address and phone numbers where field test participant can be reached for six week follow-up, if this is agreeable.
3. Field test coordinator sends completed forms to AIR.

B. Pre-Module Participant Assessment

1. Given before each module is presented at field test site.
2. This will include:
 - a. self-report attitudes toward concepts contained in the module, and
 - b. self-assessment of competency in the knowledge and skills taught by the module.
3. Field test coordinator sends completed forms to AIR.

C. Achievement of Module Objectives

1. Given during the module presentation at field test.
2. This would be based on the criteria for assessing participant achievement of objectives contained in each module.
3. Coordinator sends to AIR all completed module post-assessments and any products produced for skill objectives.
4. Coordinator also will score post-assessments and products and complete and send to AIR a Module Performance Record. This is a checklist for all objectives in the module, indicating which objectives the Coordinator agrees each participant achieved.

D. Post-Module Participant Assessment

1. Given immediately following field test.
2. This includes a repeat of the pre-module attitude and self-rating of the competency items plus items which elicit participants' reaction to the module they field tested.

E. Follow-Up Assessment

1. Given approximately six weeks following field test.
2. Administered to a sample of participants.

* ** *** ** * ** *** ** * ** *** ** *

Table 4 indicates field test sites, dates, and number of participants

TABLE 4
FIELD TESTING INFORMATION

Module	Date(s)	Site	Participants
1. Helping Elementary Students Understand Themselves	13, 26 Oct	CA	20
2. Helping Elementary Students Plan for the Future	6 Oct	CA	22
3. Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills	13 Oct	CA	19
4. Developing Facility Maintenance Competencies for Career Resource Technicians	7, 8, 14 Oct	CA	31
5. Developing People Relationship Competencies for Career Resource Technicians	30 Sept 7 Oct	CA	28
6. Establishing a Career Resource Center	28, 30 Oct 4 Nov	CA	25
7. Building Career Information-Seeking Behaviors	30 June	MD	21
8. Providing Life/Career Planning for Women and Girls	29-30 June	MD	15
9. Utilizing Strategies for Adult Guidance	10 Sept	MD	12
10. Designing Programs for Adult Guidance	17 Sept	MD	9
11. Using Change Agent Skills to Manage Career Guidance Program Development	5-6 Aug	MI	22
12. Using Change Agent Skills to Manage Career Guidance Program Implementation	5-6 Aug	MI	22
13. Eliminating Stereotypes of Ethnic Minorities Through Career Guidance	21-22 Sept	MI	16
14. Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities	5-6 Aug	MI	16
15. Imaging Futuristic Career Guidance Goals	21 Sept	MI	17
16. Imaging Futuristic Career Guidance Programs	22 Sept	MI	16
17. Planning Pre-Employment Programs	2 Aug	MO	15
18. Conducting Job Development Programs	3 Aug	MO	15
19. Conducting Job Placement Programs	4 Aug	MO	15
20. Conducting Follow-Up and Follow-Through Programs	5 Aug	MO	15
21. Developing Effective Public Relations	6 Aug	MO	15
22. Providing Career Guidance for Young Women	7-8 Sept	CA	25
23. Providing Career Guidance Services for Students with Physical Disabilities	19 July	CA	12
24. Developing and Conducting In-Service Programs	31 Aug	CA	16
25. Helping Students Explore Work and Leisure Options	27 Aug	CA	11
26. Helping Students Develop Career Decision Making Skills	28 Aug	CA	13
27. Providing Guidance Services for the Elderly	10, 17 Nov	CA	17

for each module.

Field test results and more detailed information on the participants are discussed in the next section of this report.

F. The Catalog

One of the products of the Consortium (Product Objective #1) is the result of AIR's continued national search of useful staff development materials in the topic areas of career guidance. A catalog of such resources was produced for the USOE by AIR in August 1975 entitled *Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies* under Part C of the Vocational Education Act of 1963 and Title III of the Elementary and Secondary Act of 1965. The current product is an updated edition of the first catalog.

In the spring of 1976, AIR sent requests to a number of guidance and counseling journals and newsletters that might be interested in announcing the Consortium's search for specific competency-based staff development materials in career guidance. Four publications, *Behavior Today*, *The APA Monitor*, the *ACES Newsletter*, and *The New Outlook for the Blind*, printed a request for materials. This approach produced 11 sets of new materials which were usable for the catalog. In addition, some specific leads from the previous year's search were perused and, though no new materials were located, a number of revisions of previous listings were made.

In July 1976, all authors in the current catalog were contacted to review and update their program abstracts or competency lists. Approximately half of them responded with changes. Requested revisions were made.

In addition, new materials were abstracted and, where information was insufficient, phone contacts were made to complete the abstracts. A few programs in the first edition were deleted from the second due to slight changes in criteria used to select entries for the revised catalog. These criteria were:

1. Programs or competency lists had to relate to some area and level of guidance and counseling services.
2. Programs or competency lists had to deal with competencies for counseling personnel, not issues related to counselor education or counseling clients.

3. Programs or competency lists had to fit the following three descriptions:

- a. emphasis upon skills required in the performance of tasks (in real-life or simulated settings) rather than only knowledge about tasks or attitudes toward them;
- b. emphasis upon skills which are transferable from the training setting to various real-life settings; and
- c. include predefined educational objectives which specify the measurable results expected from the exercise of these skills.

A few exceptions were made and noted for programs which vary on one or more points but are widely known as "competency based."

The result was an updated catalog edition containing 35 programs and 37 lists of competencies.

G. Dissemination

Although dissemination activities were primarily conducted by each Center in its area, several "national" activities were carried out. For example, in the spring 1977 issue of the *American Vocational Journal*, an article written by Tom Honenshil and Charles Ryan entitled "In-Service Developments in Career Guidance" will include a description of the Consortium and its 27 modules. Also at the Commissioner's National Conference on Career Education in Houston, Texas, on 7-10 November 1976, a sample set of modules was on display along with literature describing all modules and the catalog. Reports will be made at the 1977 conventions of the American Vocational Association (AVA), the American Personnel and Guidance Association (APGA), and the Association of Counselor Educators and Supervisors (ACES).

Following is an outline of some of the dissemination activities at each Center.

(1) California

The Consortium and the 27 modules on staff development (as well as the 12 modules on program development produced in the previous project) were presented at a series of over 30 orientation meetings for guidance personnel throughout the state. Follow-up inservice programs including the use of modules are being planned for the fall of 1977 in selected schools.

In January and March of 1977 two workshops will be conducted in southern California for high school and junior college personnel. These

workshops will involve the modules on career resource technicians and are the result of a mailing to all such personnel in Orange and Los Angeles Counties.

County Coordinators of Guidance received inservice training in three California modules at their fall 1976 Conference. Information concerning the other modules was presented at the same meeting.

Information about the project and modules were shared with the Staff Development Committees of the California Personnel and Guidance Association.

(2) Maryland

A presentation was made at the American Psychological Association (APA) Convention in Washington, D.C., in September 1976, and one will be made at the APGA Convention in Dallas in March 1977. An article has been submitted to the ACES journal, *Counselor Education and Supervision*.

Information about the modules was disseminated at four regional meetings of guidance, career education, and vocational education administrators and supervisory staff. The meetings, coordinated by the Maryland State Department of Education in December 1976, were attended by representatives from 22 of the 24 state school systems.

(3) Michigan

A presentation was made to the Michigan Personnel and Guidance Association (MPGA) in October 1976. A presentation will be made at the American Personnel and Guidance Association (APGA) convention in Dallas, March 1977. In a forthcoming state project for the training of career guidance personnel, the Michigan-developed career guidance materials will be supplemented with the Consortium modules to meet the needs and interests of career guidance personnel. The 27 modules will, in fact, become a basic resource available to all of the career guidance personnel in the State of Michigan.

The Consortium staff development modules will be presented and discussed at the January 1977 New Imperatives for Guidance conference for state supervisors of guidance and directors of large-city systems. It is to be co-sponsored with APGA in Washington, D.C.

(4) Missouri

Presentations were made at the North Central ACES Conference in Kansas City in the fall of 1976 and the AVA Convention in Dallas in December 1976. Twelve participants of the field testing are serving as speakers for district guidance meetings in the state to discuss the staff development

modules. Four of the modules (job development, placement, and follow-through) have been incorporated into the counselor education courses at one of the state universities. The *Interviewer* (the Missouri Guidance Association publication) will print an article about the Consortium and modules.

(5) Future Plans

Although each Center will continue to promote and disseminate the products of this Consortium following the termination of funding, it was hoped that a specific, coordinated plan could be developed. At the final Policy Board meeting in St. Louis, it was agreed that such a plan would be to publish, and make available for sale at cost, 350 copies of each module. Each Center would be a depository for distribution in their area of the United States. The print shops at AIR and Michigan State University were considered possible production centers.

However, the initial cost of this production (approximately \$30,000) prohibited either location from investing in that operation. Even though production costs might be later recovered from sales, such organizations do not have resources available for this kind of speculation.

Requests for copies of modules are now being received. Each Center will have two copies of all modules for display and loan purposes. The Consortium is planning to seek new funding for the purposes of further developing and disseminating an integrated, comprehensive staff development system.

EVALUATION AND RESEARCH RESULTS

A. *Field Test Evaluation Results*

1. *Participants*
2. *Pre and Post Participant Self-Assessment*
3. *Workshop Assessment and Comments*
4. *Participants' Achievement of Objectives*
5. *Follow-up Assessment*

B. *Pre-Post Project Staff Interviews*

1. *Expectations*
2. *Activities*
3. *Continuing Problems*
4. *Side Effects*
5. *Impact*

A. Field Test Evaluation Results

The field test evaluation plan included three main components:

- 1) A pre- and post-module self-assessment of participants' competence in, and attitudes toward the importance of, the module content; plus participants' assessment of the workshop experience.
- 2) An assessment of participants' achievement of the module's objectives.
- 3) A follow-up assessment to be administered some time after the workshop.

The above three components will be discussed separately in following sections of this report.

1. Participants. Each field test participant completed a Participant Information Form which included information on the participant's educational background, previous work experience, and current position. Table 5 summarizes that information for the 492 participants who completed the form.

TABLE 5

SUMMARY OF PARTICIPANT INFORMATION ACROSS ALL FIELD TESTS
(N = 492)

	#	%	Years of Experience	Average Years of Experience
<u>EDUCATION</u>				
Degree: No advanced degree	26	5.28		
BA/BS	466	94.72		
MA/MS	355	72.15		
Ph.D.	34	6.91		
Credential: Teaching	357	72.56		
Counseling/Guidance	310	63.01		
Administrative	88	17.89		
Other	62	12.60		
Positions held: Teacher	376	76.42	2549	6.78
Counselor	308	62.60	2081	6.76
Administrative	88	17.89	399	4.53
Other	127	25.81	553	4.35
<u>CURRENT POSITION</u>				
Teacher	100	20.32		
Counselor	247	50.20		
Administrator	44	8.94		
Other	123	25.00		

Of the 492 participants, 466 (94.72%) had Bachelor's degrees; 355 (72.15%) had Master's degrees; 34 (6.91%) had Ph.D's; and 26 (5.28%) indicated that they had no degree beyond high school, although many had college experience or were working toward higher degrees. Three hundred fifty-seven (72.56%) had teaching credentials; 310 (63.10%) had counseling/guidance credentials; 88 (17.89%) had administrative credentials; and 62 (12.60%) indicated that they had some other type of credential.

With regard to previous work experience, 376 (76.42%) indicated that they had held positions as teachers, for an average length of time of 6.78 years of experience per person. Three hundred eight (62.60%) had been counselors, with 6.76 years in that position on the average; 88 (17.89%) had been

administrators, averaging 4.53 years; and 127 (25.81%) indicated that they had had some other type of work experience with an average of 4.35 years.

Regarding their current position, 100 (20.32%) of the participants indicated that they are teachers, 247 (50.20%) are counselors, 44 (8.94%) are administrators, and 123 (25%) hold some other type of position.

Not all 492 people who completed a Participant Information Form also completed all sections of the field test evaluation Pre- and Post-Module Participant Questionnaires. The field test evaluation results displayed in other sections of this report are based on data from the Pre- and Post-Module Participant Questionnaires from a total of 476 participants.

2. *Pre and Post Participant Self-Assessment.* For each of the 27 module field tests, AIR staff designed these instruments. The Pre-Module Questionnaire, which participants completed before being exposed to the module, included a self-assessment of their current competence in the knowledge, attitudes, or skills taught by the module and a self-assessment of their attitude toward the importance of guidance personnel improving their competence in those areas.

The Post-Module Questionnaire, which participants completed at the/end of the workshop, repeated the self-assessments and also included items which elicited participants' reactions to the overall workshop experience. For some modules, this instrument also included items for assessing participants' achievement of the module objectives.

Participants were asked to rate their own competence in each outcome, and the importance of guidance personnel in general improving their level of competence in the outcome, using a four-point scale shown in Table 6. Table 7 displays the results of the pre and post self-assessments for each module. The data are displayed by the individual behavioral outcomes taken from each module's objectives and were computed as follows.

When the data for each outcome were tabulated, the four scale points summarized in Table 6 were assigned numerical scores of 1, 2, 3, and 4 respectively. The average pre and post ratings were obtained by dividing the total score for each outcome by the total number of participants (N) who completed both self-assessments. The change score is the difference between the average pre and post ratings.

The competence change scores ranged from a low of +0.26 to a high of +3.18. All change scores were positive, in the direction of increased par-

TABLE 6
COMPETENCE/IMPORTANCE RATING SCALE

COMPETENCE	IMPORTANCE
Assess your present <u>knowledge, attitude, or skill</u> in terms of this outcome.	Assess your attitude toward the <u>importance</u> of guidance personnel <u>improving</u> their level of knowledge, attitude, or skill in terms of this outcome.
a. not competent in this area	a. unimportant; not worth teaching
b. minimally competent, have a few of the competencies in this area	b. somewhat important; should be optional in a staff development program
c. very competent; possess most of the competencies in this area but can't teach them to other people	c. fairly important; should be briefly covered in each staff development program
d. exceptionally competent; my competencies are developed sufficiently to teach other people in this area	d. very important; worth devoting a substantial amount of teaching time to this outcome

TABLE 7
SUMMARY OF PARTICIPANT CHANGE SCORES ON SELF-ASSESSED
OUTCOME COMPETENCE AND IMPORTANCE

MODULE #*	N	OUTCOME	COMPETENCE			IMPORTANCE		
			Pre	Post	Change	Pre	Post	Change
1	20	1	3.00	3.65	+0.65	3.00	3.40	+0.40
		2	3.10	3.60	+0.50	3.60	3.85	+0.25
		3	2.70	3.65	+0.95	3.65	3.65	---
		4	2.35	3.55	+1.20	3.30	3.65	+0.35
		5	2.50	3.40	+0.90	3.70	3.75	+0.05
		6	2.25	3.50	+1.25	3.55	3.55	---
		7	2.75	3.55	+0.80	3.75	4.00	+0.25

*See page 4 for corresponding titles.

TABLE 7 (CONTINUED)

MODULE #	N	OUTCOME	COMPETENCE			IMPORTANCE		
			Pre	Post	Change	Pre	Post	Change
2	22	1	2.09	3.09	+1.00	3.23	3.41	+0.18
		2	2.00	3.05	+1.05	3.59	3.54	-0.05
		3	2.64	3.50	+0.86	3.86	3.81	-0.05
		4	2.09	3.41	+1.32	3.22	3.36	+0.14
		5	2.32	3.32	+1.00	3.32	3.59	+0.27
		6	2.63	3.27	+0.64	3.36	3.36	---
3	19	1	2.89	3.26	+0.37	3.42	3.42	---
		2	2.68	2.94	+0.26	3.26	3.31	+0.05
		3	1.95	2.95	+1.00	3.05	3.26	+0.21
		4	1.53	2.53	+1.00	2.74	2.95	+0.21
		5	1.42	2.53	+1.11	3.05	3.05	---
4 <i>Inservice Group</i>	29 19	1	1.37	3.37	+2.00	3.74	3.79	+0.05
		2	1.63	3.16	+1.53	3.79	3.74	-0.05
		3	1.89	3.15	+1.26	3.95	4.00	+0.05
		4	1.74	3.00	+1.26	3.84	3.63	-0.21
<i>Preservice Group</i>	10	1	1.70	2.90	+1.20	2.80	3.20	+0.40
		2	2.20	2.90	+0.70	2.70	3.20	+0.50
		3	1.90	2.60	+0.70	2.80	3.40	+0.60
		4	1.90	2.60	+0.70	2.70	3.20	+0.50
5 <i>Inservice Group</i>	28 16	1	1.75	3.63	+1.88	3.50	3.81	+0.31
		2	2.38	3.38	+1.00	3.81	3.75	-0.06
		3	2.94	3.88	+0.94	3.31	3.75	+0.44
		4	2.19	3.25	+1.06	4.00	4.00	---
		5	2.19	3.38	+1.19	4.00	3.94	-0.06
<i>Preservice Group</i>	12	1	2.08	3.33	+1.25	3.50	3.08	-0.42
		2	2.08	3.33	+1.25	3.75	3.08	-0.67
		3	2.50	3.50	+1.00	3.25	2.83	-0.42
		4	1.75	3.25	+1.50	3.75	3.50	-0.25
		5	1.67	3.42	+1.75	3.83	3.50	-0.33
6 <i>Inservice Group</i>	24 15	1	1.86	3.33	+1.47	3.60	3.87	+0.27
		2	2.13	3.26	+1.13	3.60	3.87	+0.27
		3	1.87	3.27	+1.40	3.66	3.93	+0.27
		4	1.93	3.46	+1.53	3.67	4.00	+0.33

TABLE 7 (CONTINUED)

MODULE #	N	OUTCOME	COMPETENCE			IMPORTANCE		
			Pre	Post	Change	Pre	Post	Change
<i>Preservice Group</i>	9	1	2.11	3.00	+0.89	3.22	3.55	+0.33
		2	2.00	3.33	+1.33	3.22	3.77	+0.55
		3	2.00	3.44	+1.44	3.33	3.77	+0.44
		4	2.00	3.33	+1.33	3.00	3.44	+0.44
7	21	1	2.10	2.43	+0.33			
		2	1.71	2.47	+0.76			
		3	2.10	2.6	+0.52			
8	15	1	2.93	3.26	+0.33			
		2	2.20	3.40	+1.20			
		3	2.00	3.47	+1.47			
		4	1.60	3.53	+1.93			
		5	1.93	3.26	+1.33			
		6	1.60	3.27	+1.67			
9	11	1	1.64	3.00	+1.36	2.82	3.64	+0.82
		2	1.54	3.09	+1.64	2.63	3.36	+0.73
		3	2.18	3.18	+1.00	2.91	3.55	+0.64
		4	1.55	2.82	+1.27	2.27	3.55	+1.27
		5	2.09	2.91	+0.82	2.81	3.36	+0.55
10	6	1	2.00	2.83	+0.83	3.83	4.00	+0.17
		2	1.83	2.66	+0.83	3.83	3.83	---
		3	1.83	3.16	+1.33	3.83	4.00	+0.17
11	22	1	2.45	3.18	+0.72	3.54	3.68	+0.14
		2	2.41	3.00	+0.59	3.59	3.68	+0.09
		3	2.81	3.45	+0.64	3.64	3.68	+0.23
		4	2.63	3.27	+0.64	3.64	3.64	+0.14
		5	2.77	3.32	+0.55	3.55	3.73	+0.14
		6	2.36	3.18	+0.82	3.82	3.73	+0.05
12	22	1	1.17	3.50	+1.63	3.00	3.68	+0.68
		2	1.82	3.23	+1.41	2.95	3.63	+0.68
		3	1.73	3.55	+1.82	2.68	3.73	+1.05
		4	2.09	3.45	+1.36	2.68	3.82	+1.14
		5	2.00	3.36	+1.36	2.54	3.68	+1.14

TABLE / (CONTINUED)

MODULE #	N	OUTCOME	COMPETENCE			IMPORTANCE		
			Pre	Post	Change	Pre	Post	Change
13	16	1	2.56	3.31	+0.75	3.50	3.81	+0.31
		2	3.18	3.62	+0.44	3.75	3.88	+0.13
		3	2.81	3.37	+0.56	3.43	3.62	+0.19
		4	2.31	3.25	+0.94	3.19	3.44	+0.25
		5	2.44	3.19	+0.75	3.44	3.69	+0.25
14	16	1	2.75	3.50	+0.75	3.56	3.87	+0.31
		2	2.63	3.38	+0.75	3.62	3.75	+0.13
		3	2.56	3.62	+1.06	3.63	3.94	+0.31
		4	2.56	3.25	+0.69	3.50	3.63	+0.13
15	17	1	1.76	2.76	+1.00	3.58	3.41	-0.17
		2	2.17	2.88	+0.71	3.82	3.58	-0.24
		3	1.88	2.64	+0.76	3.53	3.47	-0.06
		4	2.11	2.76	+0.65	3.35	3.41	+0.06
		5	1.88	2.59	+0.71	3.70	3.41	-0.29
16	16	1	1.88	2.88	+1.00	3.31	3.75	+0.44
		2	1.87	3.06	+1.19	3.25	3.75	+0.50
		3	1.75	2.88	+1.13	3.50	3.75	+0.25
17	15	1	2.46	3.33	+0.87	3.46	3.53	+0.07
		2	2.07	3.67	+1.60	3.07	3.40	+0.33
		3	2.53	3.46	+0.93	3.80	3.93	+0.13
		4	2.47	3.60	+1.13	3.47	3.60	+0.13
		5	2.66	3.73	+1.07	3.86	3.93	+0.07
		6	2.73	3.73	+1.00	3.87	3.87	---
		7	1.87	3.07	+1.20	3.26	3.33	+0.07
18	15	1	2.73	3.66	+0.93	3.53	3.80	+0.27
		2	2.60	3.67	+1.07	3.66	3.73	+0.07
		3	2.33	3.80	+1.47	3.00	3.80	+0.80
		4	2.00	3.27	+1.27	3.33	3.66	+0.33
		5	2.13	3.26	+1.13	3.53	3.40	-0.13
19	15	1	1.87	3.33	+1.47	3.47	3.67	+0.20
		2	1.67	3.60	+1.93	2.60	3.73	+1.13
		3	2.00	3.47	+1.47	3.47	3.73	+0.26
		4	2.40	3.73	+1.33	3.47	3.60	+0.13
		5	2.07	3.40	+1.33	3.67	3.53	-0.13

TABLE 7 (CONTINUED)

MODULE #	N	OUTCOME	COMPETENCE			IMPORTANCE		
			Pre	Post	Change	Pre	Post	Change
20	15	1	2.47	3.60	+1.13	3.60	3.80	+0.20
		2	2.00	3.60	+1.60	3.20	3.73	+0.53
		3	2.07	3.47	+1.40	3.53	3.80	+0.27
		4	1.93	3.40	+1.47	3.53	3.60	+0.07
		5	2.06	3.53	+1.47	3.74	3.87	+0.13
21	15	1	2.47	3.67	+1.20	3.73	3.93	+0.20
		2	2.46	3.53	+1.07	3.60	3.87	+0.27
		3	2.40	3.53	+1.13	3.80	3.93	+0.13
		4	2.47	3.60	+1.13	3.80	3.80	---
		5	2.47	3.67	+1.20	3.67	3.87	+0.20
22	23	1	2.22	3.04	+0.82	3.22	3.39	+0.17
		2	1.39	3.00	+1.61	2.91	3.43	+0.52
		3	1.52	2.91	+1.39	3.09	3.57	+0.48
23	11	1	1.91	2.36	+0.45	3.09	3.27	+0.18
		2	2.00	3.00	+1.00	3.45	3.45	---
		3	1.45	2.54	+1.09	3.09	3.54	+0.45
		4	1.55	2.73	+1.18	3.09	3.18	+0.09
		5	1.45	2.81	+1.36	3.00	3.45	+0.45
24	13	1	1.85	2.62	+0.77	3.07	3.00	-0.07
		2	1.92	3.07	+1.15	2.85	3.00	+0.15
		3	1.92	2.92	+1.00	2.62	2.69	+0.07
		4	2.85	3.15	+0.30	3.00	3.07	+0.07
		5	2.92	3.54	+0.62	3.46	3.38	-0.08
25	11	1	2.09	3.18	+1.09	3.00	4.00	+1.00
		2	0.55	3.73	+3.18	1.27	3.45	+2.18
		3	1.00	3.64	+2.64	1.91	3.36	+1.45
26	13	1	2.00	2.92	+0.92	3.54	4.00	+0.46
		2	1.15	3.07	+1.92	2.77	3.92	+1.15
		3	1.54	3.00	+1.46	2.61	3.92	+1.31
27	12	1	2.67	3.00	+0.33	3.75	3.67	-0.08
		2	1.08	3.16	+2.08	1.92	3.75	+1.83
		3	2.83	3.16	+0.33	3.16	3.58	+0.42

ticipant competence in the module outcomes. The importance change scores ranged from a low of -0.67 to a high of +2.18. For some outcomes there was no change between participants' pre and post attitudes towards the importance of those outcomes for guidance personnel in general.

These self-assessment data should be examined by looking at all three columns (pre-assessment, post-assessment, and change). For example, a large positive change score in competence suggests a very successful field test. That is, participants felt they had increased their competence during the experience. However, some participants rated their competence high before the experience; they rated their competence higher afterwards, but there was little room for a large change score. Therefore, in some cases, a very small positive change score can also suggest a very successful field test. The evaluation instruments were revised for the field test of modules 14 and 15. No data on importance rating are shown for these two modules because these data were not collected in the same manner as for the other modules.

3. Workshop Assessment and Comments. Table 8 displays, for all modules combined, the ratings participants gave in response to items eliciting their reactions to the overall workshop experience. In all cases where the total number of responses given does not equal the total number of participants (N), it is because not all participants responded to all items. Appendix B summarizes the ratings for the individual modules.

The first set of items asked participants to rate on a three-point scale the effectiveness of the instructional methods used, including lecture, small group discussion, film or other A/V, group demonstration, individual hands-on experience, and question and answer period. They were instructed to disregard any methods not used in the module field test. Of the total 1680 responses given to this item, 976 (58%) rated the instructional methods used as being very effective; 629 (37%) rated the methods as somewhat effective; and 75 (5%) rated them not effective.

The second set of items asked participants to rate the module content material according to certain variables. The rating system entailed a five-point scale, with the first point being the most positive rating. The variables and their average ratings across all modules are as follows. For each variable shown, the statement preceding the slash-mark corresponds to a one-rating and the statement following the slash mark represents a five-

TABLE 8

SUMMARY OF WORKSHOP REACTIONS FOR ALL 27 MODULE FIELD TESTS

N = 476

INSTRUCTIONAL METHOD	EFFECTIVENESS			
	very effective	somewhat effective	not effective	total responses
lecture	V 171	S 172	N 13	356
small group discussion	V 293	S 102	N 7	402
film or other A/V	V 44	S 48	N 17	109
group demonstration	V 126	S 82	N 17	225
individual hands-on experience	V 176	S 82	N 9	267
question and answer period	V 166	S 143	N 12	321
Totals:	976	629	75	1680
	58.10%	37.44%	4.46%	100%

		# of responses for each choice				
		1	2	3	4	5
Average Rating	2. The <u>content</u> material was:					
	applicable to my situation	242	118	59	32	17
	not applicable to my situation					
	innovative	157	168	101	26	12
	traditional					
2.07	stimulating	180	145	100	28	15
	routine					
2.04	valuable	256	129	61	18	5
	not valuable					
1.69						
3. The <u>coordinator(s)</u> was (were):						
1.35	well prepared	345	71	35	7	
	unprepared					
1.66	clear	272	120	47	13	13
	unclear					
1.53	well organized	297	109	47	10	4
	poorly organized					
1.56	to the point	301	93	51	21	1
	rambling					
4. General reaction to this module:						
1.80	I acquired new knowledge	233	134	55	26	11
	I acquired no new knowledge					
1.84	I would recommend this workshop to someone else	250	108	64	29	18
	I would not recommend this workshop to anyone else					
1.66	I am glad I attended	294	76	71	16	10
	I am sorry I attended					
2.75	this module cannot be improved	28	184	144	68	30
	this module must be improved					

rating. The average rating across all modules' content were as follows:

<u>Content</u>	<u>Average Rating</u>
applicable/not applicable to my situation	1.85
innovative/traditional	2.07
stimulating/routine	2.04
valuable/not valuable	1.69

When participants were asked to rate the module coordinator, they produced the following average ratings:

<u>Coordinator</u>	<u>Average Rating</u>
well-prepared/unprepared	1.35
clear/unclear	1.66
well-organized/poorly organized	1.53
to the point/rambling	1.56

Finally, when participants' assessed their reaction to each module, these averages resulted:

<u>General Reaction</u>	<u>Average Rating</u>
I acquired new/no new knowledge	1.80
I would/would not recommend this workshop to someone else	1.84
I am glad/sorry I attended	1.66
This module cannot/must be improved	2.75

In addition, the Post-Module Participant Questionnaire asked participants to give the module an overall rating of Excellent, Satisfactory, or Poor. Table 9 displays, for each module, the total number of field test participants included in its evaluation results, and the percent of participants who gave the module each of the three ratings. Totals and percentages for all modules combined are also shown. Where figures or percentages do not add up to the total number of field test participants or to 100%, it is due to the fact that not all participants gave a response for this item. Of the total 476 field test participants included in the evaluation results, 262 (55.04%) rated their overall module experience as Excellent; 190 (39.92%) rated it Satisfactory; and 12 (2.52%) rated it Poor. Twelve participants (2.52%) did not respond to this item.

TABLE 9
SUMMARY OF PARTICIPANTS OVERALL REACTIONS TO MODULES
(by percentages)

MODULE #*	N	Excellent	Satisfactory	Poor	No Response
1	20	65%	35%		
2	22	23%	68%	9%	
3	19	11%	84%	5%	
4	29				
Inservice Group	19	68%	32%		
Preservice Group	10	40%	60%		
5	28				
Inservice Group	16	94%	6%		
Preservice Group	12	33%	67%		
5					
Inservice Group	16	88%	12%		
Preservice Group	10	70%	20%		10%
7	21	24%	48%	24%	
8	15	93%	7%		
9	12	58%	42%		
10	9	100%			
11	22	68%	27%		5%
12	22	86%	14%		
13	16	19%	75%	6%	
14	16	50%	44%		6%
15	17	65%	29%	6%	
16	16	50%	38%		12%
17	15	73%	20%		7%
18	15	67%	33%		
19	15	67%	33%		
20	15	73%	20%		7%
21	15	73%	27%		
22	25	28%	52%	8%	12%
23	12	25%	75%		
24	16	19%	81%		
25	11	45%	55%		
26	13	70%	23%		7%
27	14	43%	57%		

*See page 4 for corresponding titles.

The Post-Module Questionnaire also provided three opportunities for participants to comment and to make recommendations for improving future workshops. Not all participants responded to these three items. When asked to recommend "improvements for future workshops", participants responded with comments that ranged from "none," "well done as is," to various types of recommendations. Most of the recommendations were suggestions for modifying the methods of presentation used, with the emphasis on providing more variety in the types of activities offered, less role-playing, and more time for group discussion and problem-solving. Sample comments here were, "role-play was 'overplayed';" "more exchanging of ideas, less role-play;" and "more group problem-solving."

Across all modules another common recommendation was that participants be provided in advance with more information on the content and objectives for each workshop. For those modules field tested close to the beginning of the school year, many participants recommended that future workshops be scheduled at a time of year when teachers are not so busy preparing for the start of school. A sample comment here was, "Do not have at the beginning of the school year, teachers are very busy at this time. It was worthwhile but presented at the wrong time of the year."

When participants were asked to describe the "most useful thing...learned from this module," the responses tended to fall into four general categories. First, many participants commented on the value of the group interaction and the opportunity the workshop provided to share ideas and experiences with colleagues. Among the things in this category which participants indicated as being the most useful thing they learned were "that others have similar concerns," and "the great variety of attitudes held by people concerning the problems." Second, many participants indicated as most useful the fact that their awareness of the problems associated with the module topic area had increased. This type of response was most common for modules dealing with special target population, e.g., the physically handicapped, ethnic minorities, women, and the elderly. A third category of responses dealt with resource materials and ideas for activities which participants gained from the module and planned to use in their own settings. Comments included: "I gained more material for my classes," "ideas for activities," "resource materials." The fourth category of responses covered specific items of information or concepts related to the module topic areas which

were new to participants.

When each participant was to describe the "thing that bothered me most about this workshop," a frequently expressed concern was that there was not enough time to cover everything. Comments included: "not enough time," "too much material in too little time," "I was not bothered about the workshop--the time factor was the only problem as it always is in any interesting workshop--there never seems to be enough!" Another group of participants indicated that the purpose of the workshop was unclear to them. Comments included: "I did not fully understand the purpose for the workshop," "unsure of purpose," "not receiving any information about workshop prior to arrival." In some cases, participants indicated that they had been given no choice about attending the workshop, and this bothered them. For field tests scheduled close to the beginning of the school year, a number of participants indicated that this was a problem, e.g., "the beginning of school can be very distracting when there are so many other things to be doing." Also, some participants expressed frustration with the evaluation procedures, e.g., "too much testing and writing," "this seemed more like a test than a workshop." However, many participants left this item blank or indicated that nothing about the workshop bothered them, e.g., "no problem here," "I was not 'bothered'--I enjoyed it."

4. *Participants' Achievement of Objectives.* The purpose of each staff development module was to help the participants achieve the outcomes described in the module objectives. These outcomes were the important competencies needed by career guidance personnel in the module topic area. Therefore, the success of the module could be measured by the degree to which field test coordinators thought participants achieved that module's objectives. Field test participants either turned in a product or demonstrated a skill during the field tests as evidence of the achievement of an objective. Field test coordinators completed a checklist for each participant, indicating successful achievement or lack of it. These checklists are the basis for data summarized in Table 10.

In order to confirm the validity of the coordinators' assessments recorded on the field test checklists, AIR staff verified a random sample of six checklists, one from the Centers of Maryland, Michigan, and Missouri, two from California, and one from AIR. In five of the six sample cases

TABLE 10
SUMMARY OF PARTICIPANTS' ACHIEVEMENT OF OBJECTIVES

Module†	# of Participants	1	2	3	4	5	6	7	70% achievement
		Objectives							
1	20	100	100	100	100	100	90	100	7/7
2	23	87	74	83	96	*	*		4/4
3	19	63	89	53	74	47			2/5
4	19	100	100	58	79				3/4
5	16	100	88	100	38	88			4/5
6	16	94	100	88	81				4/4
7	21	10	33	*					0/2
8	15	73	93	100	53	93			4/5
9**	12								
10	11	82	55	91					2/3
11	22	68	91	18	91	*	100		3/5
12	22	59	100	73	55	55			2/5
13	16	88	88	100	100	94			5/5
14	16	63	88	94	100				3/4
15	17	100	94	100	100	100			5/5
16	16	69	*	69					0/2
17	15	67	100	100	100	100	100		5/6
18	15	100	100	100	100	100			5/5
19	15	100	100	100	100	100			5/5
20	15	100	100	100	100	100			5/5
21	15	100	100	100	100	100			5/5
22	34	76	71	74					3/3
23	18	83	89	50	78	61			3/5
24	16	69	63	56	*	75			1/4
25	13	85	85	92					3/3
26	15	80	73	73					3/3
27	<u>17</u>	76	88	71					<u>3/3</u>
	479							79%	89/112

*didn't administer

**no records turned in

† see page 4 for corresponding titles

reviewed, the reviewer agreed 100 percent with the coordinators' assessment of the achievement of the objectives. In the case of the sixth when reviewer agreement was not 100 percent, all other checklists from that Center were reviewed and verified.

Some modules had as few as three objectives; one had seven. The number of participants ranged from 11 to 34. In a number of cases, field test coordinators were unable to present or complete all objectives because of lack of time or other constraints. In Table 10 such cases are marked with a single asterisk.

The numbers listed in the columns entitled "Objectives" in Table 10 are the percentages of participants who achieved the objectives. One hundred percent achievement of an objective was required; partial achievement was not counted. The two numbers in the last column indicate the number of objectives which at least 70 percent of the participants were successful in achieving, and the total number of objectives in the module.

The "mastery" level of 70 percent was arbitrarily selected. If a participant, listed in the first column, was not present during the presentation of an objective or if s/he did not turn in a product or demonstrate a skill completely, s/he was not tallied in succeeding columns. This is important to mention because many participants who did "not achieve an objective" did not because they were not present at that time or they failed to turn in a product.

The results reported in Table 10 show that 89 of the 112 objectives presented (79%) were successfully completed by 70 percent of the module participants. In the case of 46 objectives (41 percent of all objectives), 100 percent of the participants were completely successful. In only four objectives (3.6%) were less than 50 percent of the participants completely successful.

5. Follow-Up Assessment. The field test evaluation plan approved at the third Policy Board Meeting included a follow-up assessment to be given at least six weeks following the field test, to be administered to all or to a sample of participants, and either to be mailed or administered by telephone. The purpose was to determine critical incidents of participants' actions at least six weeks after the workshops. For field tests conducted during the summer, the follow-up was not administered until the fall, to see if the workshop experiences were proving useful to participants in their own school

settings. The field test coordinators prepared participants to expect a possible follow-up contact. The Participant Information Form completed by participants at the beginning of the field test included space for addresses and phone numbers where participants could be reached for follow-up.

AIR staff designed and administered the follow-up assessment in the form of a telephone interview.

For each module or set of modules, the number of participants to be called was either 20 percent of the total or five individuals, whichever was greater. An exception to this rule was made for the five Missouri modules which had the same 15 participants for all five field tests. For those modules, a different group of three participants was called for each module. The following pairs of modules were intended to be used as sets, and each set had the same participants for both field tests. For these modules, five participants were called for each set:

- Utilizing Strategies for Adult Guidance
Designing Programs for Adult Guidance
- Using Change Agent Skills to Manage Career Guidance Program Development
Using Change Agent Skills to Manage Career Guidance Program Implementation
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance
Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities
- Imaging Futuristic Career Guidance Goals
Imaging Futuristic Career Guidance Programs

For each module or set of modules, the participants to be called were randomly selected. Two AIR staff members experienced in phone interviewing conducted the interviews. If three unsuccessful attempts were made to contact a participant, or a participant declined to take part in the interview, the participant was dropped from the sample. Substitutes were randomly chosen and called in place of the dropped participants unless 80 percent of the sample for that module or module set had already been contacted, in which case no substitutes were called. Realizing that it might not be possible to reach all of the selected participants or substitutes, it was decided that interviews from 80 percent or more of the total sample across all modules would be acceptable for evaluation purposes.

No follow-up interviews were conducted for the following three modules, which were field tested between the end of October and mid-November and thus were too near the end of the project to allow for the six-week waiting period, data collection, and reporting.

- Evaluating the Cost Effectiveness of Programs for Improving Inter-personal Skills
- Establishing a Career Resource Center
- Providing Guidance Services for the Elderly

Table 11 on the following page lists the modules for which follow-up interviews were conducted, the number of participants included in each follow-up sample, and the number of interviews conducted for each module. The total of 84 interviews conducted represents 93 percent of the total sample of 90 participants.

Item 1 on the interview form was used to record the data and time of appointments scheduled for participants who asked that the interview be conducted at another time.

Item 2 was worded as follows:

Since your workshop on this module, have you personally experienced any improvements or participated in improving programs in your local work setting that you believe are direct results of the training you received? These could include personal knowledge increases, attitude changes, and plans for future activities or improvements.

Sixty-eight (81%) of the 84 interviewed participants responded "yes" to this question, and 16 (19%) responded "no." The participants who responded "no" to item 2 were then asked item 3:

For what reasons hasn't this module produced any positive effects in your educational setting?

The majority of these participants indicated that the module had not produced positive effects in their setting because the material was not relevant to their setting; several of them said that they had been contacted about the workshop at the last minute or had expected the workshop to cover something else.

The 68 participants who responded "yes" to item 2 were then asked to describe what they felt were the valuable results of the workshop, why these results were valuable, and why participants thought they resulted from the module. The largest category of valuable results described were activities or improvements which participants had actually implemented or planned to implement as a result of their workshop experiences. These activities or improvements included:

- Presenting a program to parents, with the goal of bettering parent-child communication;
- Starting a career awareness program for students, with speakers from various employment fields;

TABLE 11

SUMMARY OF PARTICIPANTS AND NUMBERS OF FOLLOW-UP TELEPHONE INTERVIEWS

Module	# of Participants in Sample	# of Interviews Conducted
1. Helping Elementary Students Understand Themselves	5	4
2. Helping Elementary Students Plan for the Future	5	5
4. Developing Facility Maintenance Competencies for Career Resource Technicians	5	4
5. Developing People Relationship Competencies for Career Resource Technicians	5	5
7. Building Career Information-Seeking Behaviors	5	4
8. Providing Life/Career Planning for Women and Girls	5	5
9. Utilizing Strategies for Adult Guidance } 10. Designing Programs for Adult Guidance }	5	5
11. Using Change Agent Skills to Manage Career Guidance Program Development } 12. Using Change Agent Skills to Manage Career } Guidance Program Implementation }	5	5
13. Eliminating Stereotypes of Ethnic Minorities Through Career Guidance } 14. Developing Communication Skills and Program Strate- } gies in Career Guidance for Ethnic Minorities }	5	5
15. Imaging Futuristic Career Guidance Goals } 16. Imaging Futuristic Career Guidance Programs }	5	4
17. Planning Pre-Employment Programs	3	3
18. Conducting Job Development Programs	3	3
19. Conducting Job Placement Programs	3	3
20. Conducting Follow-Up and Follow-Through Programs	3	2
21. Developing Effective Public Relations	3	3
22. Providing Career Guidance for Young Women	5	4
23. Providing Career Guidance Services for Students with Physical Disabilities	5	5
24. Developing and Conducting In-Service Programs	5	5
25. Helping Students Explore Work and Leisure Options	5	5
26. Helping Students Develop Career Decision Making Skills	5	5
Totals	90	84 93%

- Preparing an audio-visual tape to communicate to other teachers the participant's workshop experiences;
- Planning in-service training on various module topics;
- Adopting or adapting module materials for use in activities or assignments for students, at all levels from K-adult;
- Writing down objectives and goals to use in the participant's setting;
- Expanding a junior college course in the module topic area, to include material from the workshop;
- Developing a workshop in the module topic area, to be offered at a junior college;
- Conducting a "job-hunt" survey in the community for part-time and full-time work for students; and
- Holding a seminar to help twelfth graders learn how to fill out application forms for college and jobs.

One participant even felt that her workshop experience had helped her get a new job. She was soon going to start work, with a school psychologist, on developing and implementing a career resource center in an elementary school. She said that during the interview she had been able to discuss specific plans for what she might do in the position, and ideas she had gained from the workshop had helped her formulate these plans.

In addition to activities and program improvements, participants cited other valuable results of their workshop experiences. One result participants described was a change in attitude. Some participants reported an increased awareness of the problems of the special target populations (e.g., women, adults, ethnic minorities, the physically handicapped). Other participants reported renewed enthusiasm for their work, as a result of increasing their knowledge and skills and sharing ideas and experiences with colleagues.

Another valuable result participants mentioned was an increase in personal knowledge, including new concepts, new skills, and specific ideas for activities to use in their own settings. Many participants mentioned that the module booklets were excellent references, and that resources described in the modules were proving useful to them. Their increased personal knowledge very often resulted in or contributed to participants' plans for future activities or improvements. In many cases, participants said that they were planning to pass on to other staff the skills they had learned during the workshop.

Many participants also said that they were already having positive impact on other staff as a result of their workshop experiences, primarily

by discussing those experiences with the other staff. The most frequent example of positive impact was that information from the modules was being integrated into staff development programs. One participant reported that his principal had formerly been "anti" career education, but that his discussions with the principal about the workshop had contributed to the principal's decision to assign a larger room than before for the school's career center. Some participants were also publicizing their programs and activities more widely, and felt that this was increasing staff, student, parent, and community interest and involvement. One participant made an attractive career development bulletin board for the main corridor of his high school building.

The group interactions that took place during the workshop itself were also mentioned by many participants as a very valuable result of the experience for them. Participants reported that sharing ideas and experiences with other people in the same field generated a lot of enthusiasm and was refreshing and motivating.

When asked why the above results were valuable and why they thought they had resulted from the module, the reason participants cited most frequently was that the workshop had given them ideas and resources for activities and materials which were new to them.

Participants were also asked about other people who were involved in what they had described as valuable results of the module. Participants mentioned teachers, principals, superintendents, career counselors, school psychologists, placement specialists, vocational education specialists, and other guidance personnel; usually these people were actually working with participants on improving programs and services.

Finally, participants were asked if any printed products had been produced, related to what they described as valuable results. Many participants reported that they were copying materials from the modules. Examples of other printed products included:

- Job cards explaining various jobs, handed out to students after assemblies on those jobs;
- Worksheets for students, ranging from values clarification to job survival skills;
- Questionnaires for students to use in interviewing parents about their careers; and
- Posters and pamphlets publicizing activities and programs in many module topic areas.

Item 4 asked participants:

During that same time period (since the workshop), did the module produce results that were not positive?

All 84 interviewees responded "no" to this item.

Item 5 asked participants to identify to what degree they had been able to follow the plans they had made for activities after the workshop. Most participants said it was difficult to evaluate this in terms of a percentage. A few people had made no plans, but most said they had implemented between 25 percent and 74 percent of what they had planned.

Item 5 also asked participants if there were any ways that the workshop planning could have been more effective. Many participants said "no." The suggestions offered by the participants who said "yes" were similar to suggestions participants had listed on the Post-Module Questionnaire. The most frequent suggestion was that participants be given more information ahead of time about the purpose and content of the workshop.

The final interview item was worded:

Thank you for participating in this project and this interview.
Are there any final comments or suggestions you care to make?

The responses to this item were overwhelmingly complimentary. Participants said that the workshop had been "very valuable," "very worthwhile," "very useful," "well done." One participant commented that many workshops are too theoretical, whereas the module he field tested provided practical ideas he could actually apply in his work. Participants also commended the field test coordinators, and one interviewee said that she had sent thank-you notes to her field test coordinators, which is something she does not usually do after workshops!

B. Pre-Post Project Staff Interviews

One of the major purposes of this project, apart from the development and field testing of 27 staff-development modules, was to periodically survey and record its activities and problems from a research perspective. In other words, one purpose was to extract generalizations from the project which could be useful to USOE and others interested in promoting cooperative, multistate efforts to improve competency-based staff development in career guidance. In addition to using the data already presented, this purpose was accomplished through a series of structured interviews carried out by an AIR staff member who was not a part of the actual module development/evaluation

team. These interviews were conducted in person during the first and third Policy Board meetings and by telephone in late December 1976, at the conclusion of project activities. Interviews included all members of the national Consortium listed on page 1 (although not every member was interviewed on every occasion). The interviews touched on:

- perceived expectations for the project;
- planned and actual activities and staff roles at each Center;
- the degree to which the project fit in with other activities and projects and each Center;
- major problems, and possible solutions, if any;
- possible side effects, positive and negative, which occurred as a result of the project; and
- outcomes and potential impact of the project.

The results of these interviews will be summarized below.

1. Expectations. Most state departments of education got into the Consortium in the beginning because of their on-going responsibilities to promote in-service staff development for career guidance personnel. All states had on-going staff-development programs and varying degrees of state commitment for and involvement in planning additional efforts. Maryland and California had performed formal state-wide needs assessments in the career guidance area, while Missouri had a long standing program of cooperation with state university personnel to provide in-service workshops on selected topics.

Several state department interviewees felt that past efforts at in-service development had lacked impact because they tended to be overly academic, stressing knowledge outcomes, or limited in their coverage to overly theoretical topics. Lack of materials was also cited as a problem. Their expectations centered on the development of practical, competency-based materials for in-service training. The State of California was planning a shift from course-based certification of school guidance personnel to competency-based certification; California interviewees saw the project as one way to provide required competencies for already-certificated personnel.

A smaller set of interviewees, generally those from universities, noted expectations in the area of pre-service training providing prospective school guidance personnel with required career guidance skills prior to their employment. All interviewees noted the declining resources available for hiring new school guidance personnel; however, staff at the University of

Maryland and California State University, Long Beach were excited by the potential for training paraprofessional guidance personnel as part of their Career Resource Center concept.

2. Activities. In general, the division of labor was such that universities were responsible for the actual module development, with state department assistance in field testing and dissemination of the final products. This was not the case only in California, where the department proposed to construct and field test several modules. In every case, the qualifications of already-available module writers were weighted very heavily in the assignment of topics to module development Centers. The use of already employed staff in several Centers, especially Maryland and California, created a problem in determining how to pay for their module writing time. Constraints against salary payments for more than 100% time ruled out overtime pay. Released time from their primary job and the use of project funds for clerical assistance proved to be the solution in these cases.

In other Centers, especially at Missouri and California State University, Long Beach, module writing was "contracted out" to non-staff members, who were paid on a fixed-price basis. This was viewed as a satisfactory fiscal arrangement.

Another immediate problem in several Centers was the method of funding their initial activities. In California, the State Department of Education found it impossible to enter into a subcontract with AIR, the prime project grantee, because no mechanism existed for such an arrangement. This problem was resolved only by arranging to have California State University, Long Beach serve as the State Department's fiscal agent. In Michigan, the University administration attached an unexpectedly high overhead rate on the subcontract with AIR, thereby reducing considerably the amount of funds available for module development. In comparison, the other participating universities attached overhead rates of from eight to ten percent on their subcontracts.

Maintaining the involvement of projected module writing personnel proved to be a major problem in Michigan and the State Department of Education in California. Since topics had been selected with particular writers in mind, the early losses of staff, for health and other reasons, created difficulties in locating equally qualified substitutes within the tight time constraints imposed by the project's schedule. In several cases, these losses required the Center coordinators to become more involved in the actual module develop-

ment process than they had projected. In general, module development activities went more smoothly in those Centers where staff who had on-going interests and practical expertise in a topic area were able to complete the modules which had originally been projected for them.

3. *Continuing Problems.* Most interviewees saw the attempted amalgamation of pre-service and in-service purposes into one module form as a major continuing problem of the project. A related problem was the use of the 12 previously-developed AIR modules as the "model" format for the new modules, because they were heavily oriented toward in-service staff development workshops. One specific difficulty was the lack of common experiences among counselor trainees which could serve as the basis for group activity, a primary instructional method used in the modules.

Another continuing problem was the emphasis, stemming from the original Consortium proposal, on using empirical data in the determination of: (a) module topics; (b) specific skill/competency objectives for modules; (c) evaluation criteria; and (d) module revisions based on pilot and controlled field tests. Although cooperation and coordination among the Centers was excellent, this emphasis required more time than had been anticipated because of the need for collecting, analyzing, and sharing data. A related problem in this case was identifying appropriate field test sites and participants and establishing appropriate field test conditions. It was important to test the staff development modules with participants and under conditions relevant to the module topic and target population. Time devoted to training professional staff (and thus time taken from other professional duties) is very hard to get with today's tight school budgets and overworked staffs. The best field test situations seemed to be in pre-service situations where classes of students were available or in-service situations where participant groups from one school or district had already scheduled workshops on the available module topics.

4. *Side Effects.* An unexpected effect of the project cited by almost all interviewees was the development of a more realistic and favorable concept of "competency-based" as a model of instructional design. Few non-AIR Center staff had formerly participated in actual attempts to develop "competency-based" materials, although all had discussed it and felt their states or universities were "moving towards it" as a goal. The difficulties in coming up with specific skill/competency objectives and in measuring their

attainment, while troublesome, in the end served to increase the staff's awareness of, confidence in, and perceived value of the competency-based approach. These effects, while not immediately demonstratable as a product of the project, may prove highly beneficial not only to the staff persons directly involved, but to all other persons with whom they interact in their Centers and in their professional contacts around the states and the nation.

5. Impact. At the conclusion of the project, all interviewees agreed that the quality of the final 27 modules exceeded their original expectations; all Centers had plans for using the modules they had produced in their own in-service and/or pre-service training efforts, some early in 1977. However, widespread, large scale use of all 27 modules by the module-development Centers, the state education departments whose staff did not actually develop modules, and elsewhere was prevented by lack of funds for large scale printing and dissemination. This function was not written into the original proposal and was consequently not fundable through USOE grant funds. Estimated costs for printing and postage to produce 350 sets (a minimum number for adequate initial dissemination) exceeded \$30,000. None of the Consortium participants had the capability to invest this sum, even on a cost-recoverable basis. Thus, as the project ended, prospects for its long-term impact as perceived by the interviewees was dimmed. Even potential user school systems whose staff were willing to pay for modules could not obtain copies; there was little need for advertising or further promotion given this unavailability.

SUMMARY AND RECOMMENDATIONS

- A. *Module Development*
- B. *Evaluation and Research*
- C. *General Recommendations*

A. Module Development

The major activities of the Consortium revolved around development of the 27 modules. Following is a list of the steps followed in the module development process.

1. The Consortium conducted a staff development needs survey of professional staff members, covering competency areas and specific competencies in career guidance. For each competency covered, the surveyed staff were asked to rate its importance for school guidance personnel, and the current level of competence of school guidance personnel.

2. Module topic assignments were determined at the first Policy Board Meeting in September 1975. Topic assignments were based on the results of the staff development needs survey, Centers' expertise and interest in the topics, and the Consortium's desire to cover a comprehensive range of topics.

3. The critical incident technique was used to gather data on specific competencies needed in each module topic area. Critical incidents of effective and ineffective behaviors were collected from experts experienced in providing career guidance services in the module topic areas. AIR staff analyzed the critical incidents and reported the relevant results to each Center.

4. In addition to collecting critical incidents, module writers conducted literature reviews of expert opinion in their module topic areas, and analyzed available staff development materials.

5. The specific competencies on which the modules focused were determined on the basis of the critical incident analyses, the literature reviews of expert opinion, and the analyses of available staff development materials.

6. After the module topics and specific competencies had been determined, module writers prepared draft outlines of their module objectives, content, and activities. AIR provided writers with the following documents to assist them in preparing their outlines and to establish a coordinated approach to the development of the 27 modules.

- *Suggested Guidelines for Module Writers.* This included format and style suggestions; suggestions for making the materials practical and self-motivating; guidelines related to table of contents, glossary, appendix, and references; and guidelines related to length of instructional time and pages for the modules.
- *Outline of Module Content Specifications.* This outlined what writers were asked to prepare for the second Policy Board Meeting in December 1975.
- *Example Set of Specifications.* This was an example of a module outline for writers to use as a guide in preparing their own module outlines.

7. Overall module format and content specifications were approved at the second Policy Board Meeting in December 1975. Each Center's module writers were invited to attend this meeting in order to familiarize themselves with the specifications and to participate in training sessions on writing objectives and designing competency-based activities. After this meeting, AIR provided writers with task/time outlines to assist them in developing and completing their modules on schedule.

8. AIR staff reviewed and helped revise as appropriate the objectives, content, and activities for all module outlines. The following forms were developed for this purpose and specified the criteria used in the reviews: *Possible Guidelines for Assessing Module Objectives in Module Outlines* and *Guidelines for Assessing Module Content/Activities in Module Outlines*.

9. Drafts of the completed modules were reviewed by AIR and other Consortium staff members. AIR staff used Form A of the *Checklist for Assessing Staff Development Packages* (Exhibit C, pp. 20-23) to evaluate each module's goal and objectives. Policy Board members used Form B of the checklist (Exhibit C) to evaluate the quality of each module's content, activities, and format. Writers used this input in revising their modules.

10. At this point in the module development process, each module was pilot tested with a small group of guidance personnel (generally five to ten people) who were chosen primarily on the basis of their expertise in the module topic area. The purpose of the pilot tests was to provide writers with feedback on the module's training effectiveness. Each participant completed a *Participant Reaction Form*.

11. Writers used the feedback from AIR staff, other Consortium members, and pilot test participants to revise their modules prior to printing and field testing.

12. Throughout the entire module development process, AIR staff provided consultation to the Centers, by phone or in person, on improving module objectives, content/activities, and format.

B. Evaluation and Research

The purpose of field testing was to try out the module content and activities under conditions which would be similar to conditions likely to be encountered in the field. Since "real world" conditions will vary widely in four different states (or in 50 states), it is difficult and probably inappropriate to establish a standard set of conditions for testing or to generalize to all conditions.

Considering each of the 27 modules tested separately, however, the field testing provided data for assessing the degree to which participants were able to achieve the objectives, and for recommended revisions. Each module writer has suggested the revisions to be made from the data and, in some cases, the modules were rewritten following the field tests.

Some summary statements can be made across data collected through field tests of the 27 modules.

1. All participants (100%) increased in their self-rating of competence in the skills presented.

2. Ninety-five percent of the participants rated the instructional methods in the field tests as very effective (58%) or somewhat effective (37%).

3. Participants gave an average rating of 1.85 on a five-point scale (1.0 is highest, 5.0 is lowest) on the content as "applicable to my situation."

4. Participants gave an average rating of 1.69 on a five-point scale (1.0 is highest, 5.0 is lowest) on the content as "valuable."

5. Participants gave an average rating of 1.80 on a five-point scale (1.0 is highest, 5.0 is lowest) on reaction to the module that "I acquired new knowledge."

6. Participants gave an average rating of 1.83 on a five-point scale (1.0 is highest, 5.0 is lowest) on reaction to the module that "I would recommend this workshop to someone else."

7. Ninety-five percent of the participants rated the overall experience as excellent (55%) or satisfactory (40%).

8. Eighty-one percent of the participants during follow-up interviews said they personally achieved improvements in their local school programs as a result of the module training.

9. During follow-up interviews, participants described a change of attitude, increased awareness, renewed enthusiasm, and/or increased self-confidence as a result of the module experience.

10. During follow-up interviews, participants described an increased personal knowledge such as: new concepts, new skills, specific ideas and activities, and valuable references and resources.

11. The 27 field tests presented 112 objectives to 479 participants. The anticipated success level was established for each objective as achievement by 70% of the participants. Eighty-nine objectives reached this level. Therefore, the field testing "succeeded" in 79% of the cases.

12. With revisions following field testing, all modules are considered ready for utilization in the field.

C. General Recommendations

After considering the 18-month experiences of the Consortium and reviewing the research and evaluation data, the following recommendations (and/or conclusions) are presented for consideration in future efforts in developing, testing, and disseminating competency-based staff development modules in the area of career guidance, counseling, placement and follow-through.

1. More competency-based staff development modules in the topic areas of career guidance and career development should be written.

2. The 33 competencies listed in six areas on the *Career Guidance Staff Development Survey* used in this Consortium would provide a starting place for determining topic areas for future modules.

3. Specific competency-based staff development, applicable to the participant's own setting, will be more useful than theoretical, general knowledge training.

4. Training modules of four to six hours in length are both practical for school/work settings and efficient for learning purposes.

5. Module writers are more likely to include "too much" rather than "too little" content.

6. There is both an interest and a need for staff development career guidance materials that are specific and skill-based.

7. More time (several modules or several days) was usually suggested in order to cover one topic area (e.g., career guidance for the elderly).

8. Establishing specific, competency-based module objectives is important and desirable, but presents several difficulties.

- a. Measurable competencies considered to be significantly important in topic areas are hard to identify.
- b. Once identified, such competencies are difficult to measure against objective criteria.
- c. Once integrated with measurable criteria, such competencies sometimes tend to appear less significant or less topic-specific.

9. Collecting pre-service and in-service field test evaluation data always adds time and discomfort to field test participants. Participants should know this and time provisions should be carefully calculated.

10. Collecting pre-test data on participants' level of knowledge or competence or attitude is frequently resisted and likely to be unreliable.

11. Conclusions 8, 9, and 10 combine to present an interesting paradox in competency-based field testing. That is, when specific objectives are established with competency-based outcomes and objective criteria prior to field testing, it makes good sense to let participants know these in advance and even for them to assess their own level on each criteria. However, this pre-module information and assessment does not usually increase motivation of participants. At the same time, it is extremely important to make sure that participants are aware of the module content prior to participation. The dilemma is how to provide accurate, precise, clear information about module content and outcomes expected without presenting such details that detract from motivation.

12. Field testing in the public schools, in public or private institutions, or with professional individuals is becoming increasingly difficult because of time and budget commitments. It is recommended that future projects at least include budgets for field testing which includes costs and/or stipends for participants.

13. It is also recommended that projects developing and field testing and revising products intended to be useful to professionals in the field should include provisions and budget for reproducing or publishing the final products for sale at cost.

14. The concept of a consortium for the cooperative development of

staff training materials for guidance personnel should be continued. Sharing of ideas, experience, and expertise across four different states and including both university and state department personnel was a valuable assist to this project. The potential for wider field testing and dissemination is also enhanced.

APPENDIX A

LIST OF PROJECT DOCUMENTS

1. Policy Board Meeting Agenda and Minutes
2. Policy Board Meeting Evaluation Instrument
3. Inservice Needs Survey and Cover Letter (outlined in Exhibit A)
4. Strategies for Determining Competencies for Each Module Area (see Exhibit B)
5. Critical Incident Instrument and Directions
6. Suggested Guidelines for Module Writers
7. Outline of Module Content Specifications
8. Example Set of Specifications
9. Possible Guidelines for Assessing Module Objectives and Outlines
10. Guidelines for Assessing Module Content and Activities
11. Production Specifications
12. Pilot Test Participant Reaction Form and Directions
13. Checklist for Assessing Staff Development Packages-Form A and Form B (see Exhibit C)
14. Field Test Evaluation Plan (see Exhibit D)
15. Field Test Participant Information Form
16. Pre-Module Participant Questionnaire
17. Post-Module Participant Questionnaire
18. Followup Assessment Form
19. Project Staff Interview Form
20. Learner's Manuals and Coordinator's Guides for 27 Modules
21. Competency-Based Education for Guidance and Counseling Personnel:
A Catalog of Programs and Competencies, Second Edition

APPENDIX B

POST-MODULE PARTICIPANT QUESTIONNAIRE RESULTS

CALIFORNIA MODULES - PP. B-2 - B-13

MARYLAND MODULES - PP. B-14 - B-17

MICHIGAN MODULES - PP. B-18 - B-23

MISSOURI MODULES - PP. B-24 - B-28

A.I.R. MODULES - PP. B-29 - B-34

CALIFORNIA

Helping Elementary School Students Understand Themselves

N = 20

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 9	S 4	N
small group discussion	V 14	S 4	N
film or other A/V	V	S	N
group demonstration	V 3	S 1	N
individual hands-on experience	V 17	S	N
question and answer period	V 11	S 4	N

		# of responses for each choice				
		1	2	3	4	5
2. The <u>content</u> material was:						
<u>Average</u> <u>Rating</u> 1.40	applicable to my situation	13.	6.	1.		not applicable to my situation
2.55	innovative	3.	5.	11.		1 traditional
2.00	stimulating	5.	10.	3.	1.	routine
1.60	valuable	9.	10.	1.		not valuable

3. The <u>coordinator(s)</u> was (were):					
1.10	well prepared	18.	2.		unprepared
1.30	clear	16.	2.	2.	unclear
1.21	well organized	16.	2.	1.	poorly organized
1.20	to the point	17.	2.	1.	rambling

4. General reaction to this module:			
2.15	I acquired new knowledge	<u>7.</u> <u>7.</u> <u>4.</u> <u> </u> <u>2</u>	I acquired no new knowledge
1.60	I would recommend this workshop to someone else	<u>12.</u> <u>5.</u> <u>2.</u> <u>1.</u> <u> </u>	I would not recommend this workshop to anyone else
1.30	I am glad I attended	<u>15.</u> <u>4.</u> <u>1.</u> <u> </u> <u> </u>	I am sorry I attended
2.32	this module cannot be improved	<u> </u> <u>14.</u> <u>4.</u> <u>1.</u> <u> </u> <u> </u>	this module must be improved

CALIFORNIA

Evaluating the Cost-Effectiveness of Programs for Improving Interpersonal Skills

N = 19

INSTRUCTIONAL METHOD

EFFECTIVENESS

	very effective	somewhat effective	not effective
lecture	V 2	S 11	N 3
small group discussion	V 10	S 6	N
film or other A/V	V	S	N
group demonstration	V	S 2	N
individual hands-on experience	V 5	S 10	N
question and answer period	V 4	S 10	N 1

of responses
for each choice

Average Rating	2. The <u>content</u> material was:	1	2	3	4	5	
3.11	applicable to my situation	4	2	6	2	5	not applicable to my situation
2.74	innovative	4	3	8	2	2	traditional
3.00	stimulating	5		7	4	3	routine
2.63	valuable	5	4	5	3	2	not valuable

3. The coordinator(s) was (were):

2.05	well prepared	8	4	5	2		unprepared
3.00	clear	3	1	10	3	2	unclear
2.26	well organized	4	7	7	1		poorly organized
3.05	to the point	2	1	10	6		rambling

4. General reaction to this module:

2.37	I acquired new knowledge	6	6	3	2	2	I acquired no new knowledge
3.21	I would recommend this workshop to someone else	4	2	3	6	4	I would not recommend this workshop to anyone else
2.37	I am glad I attended	7	1	8	3		I am sorry I attended
4.11	this module cannot be improved		1	4	6	8	this module must be improved

CALIFORNIA

Helping Elementary Students Plan for the Future

N = 22

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 1	S 11	N
small group discussion	V 7	S 13	N 2
film or other A/V	V	S 1	N 1
group demonstration	V 5	S 10	N 1
individual hands-on experience	V 3	S 8	N
question and answer period	V 3	S 15	N 1

		# of responses for each choice				
2. The <u>content</u> material was:		1	2	3	4	5
Average Rating 2.10	applicable to my situation	7	6	7	1	not applicable to my situation
2.64	innovative	2	8	8	4	traditional
2.86	stimulating	2	8	6	3	3 routine
2.38	valuable	4	8	6	3	not valuable

3. The <u>coordinator(s)</u> was (were):						
2.33	well prepared	6	3	11	1	unprepared
3.14	clear	1	6	7	5	3 unclear
2.68	well organized	3	5	11	2	1 poorly organized
2.64	to the point	3	5	11	3	rambling

4. General reaction to this module:						
2.50	I acquired new knowledge	2	9	10	1	I acquired no new knowledge
3.00	I would recommend this workshop to someone else	1	7	8	3	3 I would not recommend this workshop to anyone else
2.73	I am glad I attended	4	5	8	3	2 I am sorry I attended
3.23	this module cannot be improved		5	9	6	2 this module must be improved

CALIFORNIA

Developing Facility Maintenance Competencies for Career Resource Technicians

N = 29

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	very effective	somewhat effective	not effective
lecture	V 19	S 5	N 1
small group discussion	V 16	S 8	N
film or other A/V	V	S 1	N 1
group demonstration	V 5	S 5	N 1
individual hands-on experience	V 10	S 6	N
question and answer period	V 13	S 6	N

Average Rating	2. The <u>content</u> material was:	# of responses for each choice					
		1	2	3	4	5	
2.14	applicable to my situation	13	7	4	2	3	not applicable to my situation
1.97	innovative	10	12	5	2		traditional
1.97	stimulating	15	3	8	3		routine
1.24	valuable	23	5	1			not valuable

3. The coordinator(s) was (were):

1.28	well prepared	22	6	1			unprepared
1.34	clear	21	6	2			unclear
1.45	well organized	19	8	1	1		poorly organized
1.28	to the point	23	4	2			rambling

4. General reaction to this module:

1.34	I acquired new knowledge	22	4	3			I acquired no new knowledge
1.45	I would recommend this workshop to someone else	20	5	4			I would not recommend this workshop to anyone else
1.28	I am glad I attended	24	2	3			I am sorry I attended
2.32	this module cannot be improved	3	15	8	2		this module must be improved

CALIFORNIA

Developing Facility Maintenance Competencies for Career Resource Technicians

N = 19

INSTRUCTIONAL METHOD

EFFECTIVENESS

	very effective	somewhat effective	not effective
lecture	V 15	S 2	N
small group discussion	V 11	S 6	N
film or other A/V	V	S 1	N 1
group demonstration	V 4	S 5	N 1
individual hands-on experience	V 9	S 5	N
question and answer period	V 8	S 5	N

Average Rating	2. The <u>content</u> material was:	# of responses for each choice					
		1	2	3	4	5	
2.00	applicable to my situation	8	6	3	1	1	not applicable to my situation
1.95	innovative	7	7	4	1		traditional
1.63	stimulating	12	3	3	1		routine
1.21	valuable	15	4				not valuable

3. The <u>coordinator(s)</u> was (were):							
1.11	well prepared	17	2				unprepared
1.26	clear	15	3	1			unclear
1.26	well organized	15	3	1			poorly organized
1.26	to the point	15	3	1			rambling

4. General reaction to this module:							
1.26	I acquired new knowledge	15	3	1			I acquired no new knowledge
1.26	I would recommend this workshop to someone else	15	3	1			I would not recommend this workshop to anyone else
1.16	I am glad I attended	17	1	1			I am sorry I attended
2.28	this module cannot be improved	3	8	6	1		this module must be improved

CALIFORNIA

Developing Facility Maintenance Competencies for Career Resource Technicians

N = 10

INSTRUCTIONAL METHOD

EFFECTIVENESS

	very effective	somewhat effective	not effective
lecture	V 4	S 3	N 1
small group discussion	V 5	S 2	N
film or other A/V	V	S	N
group demonstration	V 1	S	N
individual hands-on experience	V 1	S 1	N
question and answer period	V 5	S 1	N

of responses
for each choice

Average Rating	2. The <u>content</u> material was:	1	2	3	4	5	
2.40	applicable to my situation	5	1	1	1	2	not applicable to my situation
2.00	innovative	3	5	1	1		traditional
2.60	stimulating	3		5	2		routine
1.30	valuable	8	1	1			not valuable

3. The coordinator(s) was (were):

1.60	well prepared	5	4	1			unprepared
1.50	clear	6	3	1			unclear
1.80	well organized	4	5		1		poorly organized
1.30	to the point	8	1	1			rambling

4. General reaction to this module:

1.50	I acquired new knowledge	7	1	2			I acquired no new knowledge
1.80	I would recommend this workshop to someone else	5	2	3			I would not recommend this workshop to anyone else
1.50	I am glad I attended	7	1	2			I am sorry I attended
2.40	this module cannot be improved		7	2	1		this module must be improved

CALIFORNIA

Establishing a Career Resource Center

N = 26

INSTRUCTIONAL METHOD

EFFECTIVENESS

	very effective	somewhat effective	not effective
lecture	V 15	S 8	N
small group discussion	V 13	S 6	N 2
film or other A/V	V	S 1	N
group demonstration	V 1	S 5	N
individual hands-on experience	V 15	S 3	N
question and answer period	V 14	S 4	N

Average Rating	2. The <u>content</u> material was:	# of responses for each choice					
		1	2	3	4	5	
1.46	applicable to my situation	18	5	2	1		not applicable to my situation
1.50	innovative	17	6	2	1		traditional
1.58	stimulating	16	7	1	2		routine
1.24	valuable	20	4	1			not valuable

3. The coordinator(s) was (were):

1.15	well prepared	23	2	1			unprepared
1.35	clear	18	7	1			unclear
1.35	well organized	18	7	1			poorly organized
1.27	to the point	20	5	1			rambling

4. General reaction to this module:

1.15	I acquired new knowledge	22	4				I acquired no new knowledge
1.38	I would recommend this workshop to someone else	18	7		1		I would not recommend this workshop to anyone else
1.27	I am glad I attended	21	4		1		I am sorry I attended
2.08	this module cannot be improved	6	13	4	2		this module must be improved

CALIFORNIA

Establishing a Career Resource Center

N = 16

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	very effective	somewhat effective	not effective
lecture	V 9	S 6	N
small group discussion	V 7	S 5	N 2
film or other A/V	V	S 1	N
group demonstration	V	S 5	N
individual hands-on experience	V 13	S 2	N
question and answer period	V 8	S 3	N

		# of responses for each choice				
		1	2	3	4	5
Average Rating	2. The <u>content</u> material was:					
	applicable to my situation	12	4			
	innovative	11	5			
	stimulating	12	4			
	valuable	13	1	1		
3. The <u>coordinator(s)</u> was (were):						
1.06	well prepared	15	1			
1.31	clear	11	5			
1.31	well organized	11	5			
1.25	to the point	13	2	1		
4. General reaction to this module:						
1.13	I acquired new knowledge	14	2			
1.19	I would recommend this workshop to someone else	13	3			
1.06	I am glad I attended	15	1			
2.00	this module cannot be improved	3	9	3		

77

CALIFORNIA
Establishing a Career Resource Center

N = 10

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 6	S 2	N
small group discussion	V 6	S 1	N
film or other A/V	V	S	N
group demonstration	V 1	S	N
individual hands-on experience	V 2	S 1	N
question and answer period	V 6	S 1	N

Average Rating		# of responses for each choice				
		1	2	3	4	5
1.80	2. The <u>content</u> material was:					
	applicable to my situation	6	1	2	1	not applicable to my situation
1.80	innovative	6	1	2	1	traditional
2.10	stimulating	4	3	1	2	routine
1.30	valuable	7	3			not valuable

3. The <u>coordinator(s)</u> was (were):					
1.30	well prepared	8	1	1	unprepared
1.40	clear	7	2	1	unclear
1.40	well organized	7	2	1	poorly organized
1.30	to the point	7	3		rambling

4. General reaction to this module:					
1.20	I acquired new knowledge	8	2		I acquired no new knowledge
1.70	I would recommend this workshop to someone else	5	4	1	I would not recommend this workshop to anyone else
1.60	I am glad I attended	6	3	1	I am sorry I attended
2.20	this module cannot be improved	3	4	1	this module must be improved

CALIFORNIA

Developing People Relationship Competencies for Career Resource Technicians

N = 28

INSTRUCTIONAL METHOD

EFFECTIVENESS

	very effective	somewhat effective	not effective
lecture	V 18	S 6	N
small group discussion	V 15	S 7	N
film or other A/V	V 3	S 7	N
group demonstration	V 13	S 7	N
individual hands-on experience	V 12	S 7	N
question and answer period	V 10	S 6	N

		# of responses for each choice				
		1	2	3	4	5
2. The <u>content</u> material was:						
Average Rating	applicable to my situation	17	6	3		2
1.71						
2.07	innovative	10	9	5	2	1
2.11	stimulating	9	9	7	1	1
1.44	valuable	19	5	2	1	

not applicable to
my situation

traditional

routine

not valuable

3. The coordinator(s) was (were):

1.29	well prepared	22	4	2		
1.12	clear	23	3			
1.35	well organized	19	5	2		
1.12	to the point	23	3			

unprepared

unclear

poorly organized

rambling

4. General reaction to this module:

1.43	I acquired new knowledge	18	9		1	
1.43	I would recommend this workshop to someone else	19	6	3		
1.30	I am glad I attended	22	2	3		
2.38	this module cannot be improved	3	13	8	1	1

I acquired no new
knowledgeI would not recommend this
workshop to anyone else

I am sorry I attended

this module must be improved

CALIFORNIA

Developing People Relationship Competencies for Career Resource Technicians

N = 16

INSTRUCTIONAL METHOD

EFFECTIVENESS

	very effective	somewhat effective	not effective
lecture	V 13	S 2	N
small group discussion	V 9	S 5	N
film or other A/V	V 3	S 6	N
group demonstration	V 11	S 4	N
individual hands-on experience	V 9	S 4	N
question and answer period	V 8	S 4	N

Average Rating		# of responses for each choice				
		1	2	3	4	5
1.25	2. The <u>content</u> material was: applicable to my situation	12	4			
1.80	innovative	7	5	2	1	
1.67	stimulating	8	4	3		
1.00	valuable	15				

3. The <u>coordinator(s)</u> was (were):						
1.13	well prepared	14	2			
1.00	clear	14				
1.14	well organized	12	2			
1.00	to the point	14				

4. General reaction to this module:						
1.31	I acquired new knowledge	11	5			
1.25	I would recommend this workshop to someone else	13	2	1		
1.13	I am glad I attended	15		1		
2.27	this module cannot be improved	2	7	6		

CALIFORNIA

Developing People Relationship Competencies for Career Resource Technicians

$$N = 12$$

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 5	S 4	N
small group discussion	V 6	S 2	N
film or other A/V	V	S 1	N
group demonstration	V 2	S 3	N
individual hands-on experience	V 3	S 3	N
question and answer period	V 2	S 2	N

of responses
for each choice

2. The <u>content</u> material was:		for each choice				
Average Rating		1	2	3	4	5
2.33	applicable to my situation	5	2	3		2
		not applicable to my situation				
2.42	innovative	3	4	3	1	1
		traditional				
2.67	stimulating	1	5	4	1	1
		routine				
2.00	valuable	4	5	2	1	
		not valuable				

3. The coordinator(s) was (were):

1.50	well prepared	<u>8</u> . <u>2</u> . <u>2</u>	unprepared
1.25	clear	<u>9</u> . <u>3</u>	unclear
1.50	well organized	<u>7</u> . <u>3</u> . <u>2</u>	poorly organized
1.25	to the point	<u>9</u> . <u>3</u>	rambling

4. General reaction to this module:

1.58	I acquired new knowledge	<u>7</u> . <u>4</u> . <u> </u> . <u>1</u> . <u> </u>	I acquired no new knowledge
1.67	I would recommend this workshop to someone else	<u>6</u> . <u>4</u> . <u>2</u> . <u> </u> . <u> </u>	I would not recommend this workshop to anyone else
1.55	I am glad I attended	<u>7</u> . <u>2</u> . <u>2</u> . <u> </u> . <u> </u>	I am sorry I attended
2.55	this module cannot be improved	<u>1</u> . <u>6</u> . <u>2</u> . <u>1</u> . <u>1</u>	this module must be improved

MARYLAND

Building Career Information-Seeking Behaviors

N = 21

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	very effective	somewhat effective	not effective
lecture	V 4	S 10	N 4
small group discussion	V 9	S 6	N 2
film or other A/V	V	S	N 1
group demonstration	V 12	S 5	N 1
individual hands-on experience	V 11	S 6	N 1
question and answer period	V 6	S 7	N 4

Average Rating	2. The <u>content</u> material was:	# of responses for each choice					
		1	2	3	4	5	
2.62	applicable to my situation	6	5	4	3	3	not applicable to my situation
2.20	innovative	7	7	3	1	2	traditional
2.70	stimulating	4	5	7	1	3	routine
2.38	valuable	8	3	6	2	2	not valuable

3. The coordinator(s) was (were):

2.14	well prepared	9	3	6	3		unprepared
2.90	clear	6	3	4	1	6	unclear
2.52	well organized	8	1	7	3	2	poorly organized
2.55	to the point	6	4	4	5	1	rambling

4. General reaction to this module:

2.24	I acquired new knowledge	8	6	2	4	1	I acquired no new knowledge
2.95	I would recommend this workshop to someone else	3	6	4	3	4	I would not recommend this workshop to anyone else
2.76	I am glad I attended	5	5	5	2	4	I am sorry I attended
3.95	this module cannot be improved			7	7	6	this module must be improved

MARYLAND
Designing Programs for Adult Guidance
N = 9

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 6	S 3	N
small group discussion	V 5	S 3	N
film or other A/V	V 1	S	N
group demonstration	V 1	S	N
individual hands-on experience	V 1	S 3	N
question and answer period	V 7	S 1	N

<u>Average Rating</u>	2. The <u>content</u> material was:	# of responses for each choice					
		1	2	3	4	5	
1.22	applicable to my situation	7	2				not applicable to my situation
1.67	innovative	4	4	1			traditional
1.33	stimulating	6	3				routine
1.22	valuable	7	2				not valuable

3. The <u>coordinator(s)</u> was (were):							
1.00	well prepared	9					unprepared
1.22	clear	7	2				unclear
1.11	well organized	8	1				poorly organized
1.22	to the point	7	2				rambling

4. General reaction to this module:							
1.33	I acquired new knowledge	6	3				I acquired no new knowledge
1.11	I would recommend this workshop to someone else	8	1				I would not recommend this workshop to anyone else
1.00	I am glad I attended	9					I am sorry I attended
2.00	this module cannot be improved		9				this module must be improved

MARYLAND

Utilizing Strategies for Adult Guidance

N = 12

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	very effective	somewhat effective	not effective
lecture	V 7	S 5	N
small group discussion	V 9	S 3	N
film or other A/V	V 10	S	N
group demonstration	V 1	S 6	N
individual hands-on experience	V 6	S 4	N
question and answer period	V 7	S 4	N

Average Rating	2. The <u>content</u> material was:	# of responses for each choice					
		1	2	3	4	5	
1.33	applicable to my situation	8	4				not applicable to my situation
2.00	innovative	3	6	3			traditional
1.50	stimulating	6	6				routine
1.42	valuable	7	5				not valuable

3. The <u>coordinator(s)</u> was (were):							
1.17	well prepared	10	2				unprepared
1.58	clear	6	5	1			unclear
1.58	well organized	5	7				poorly organized
1.50	to the point	6	6				rambling

4. General reaction to this module:							
1.75	I acquired new knowledge	4	7	1			I acquired no new knowledge
1.33	I would recommend this workshop to someone else	8	4				I would not recommend this workshop to anyone else
1.33	I am glad I attended	8	4				I am sorry I attended
3.00	this module cannot be improved		2	8	2		this module must be improved

MARYLAND
Providing Life/Career Planning for Women and Girls
 N = 15

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 12	S	N
small group discussion	V 7	S 4	N
film or other A/V	V 5	S 8	N
group demonstration	V 6	S 3	N
individual hands-on experience	V 5	S 2	N
question and answer period	V 9	S 3	N

		# of responses for each choice				
Average Rating	2. The <u>content</u> material was:	1	2	3	4	5
1.20	applicable to my situation	12	3			
						not applicable to my situation
1.67	innovative	6	8	1		
						traditional
1.20	stimulating	13	1	1		
						routine
1.13	valuable	13	2			
						not valuable
3. The <u>coordinator(s)</u> was (were):						
1.00	well prepared	15				
						unprepared
1.07	clear	14	1			
						unclear
1.00	well organized	15				
						poorly organized
1.07	to the point	14	1			
						rambling
4. General reaction to this module:						
1.33	I acquired new knowledge	11	3	1		
						I acquired no new knowledge
1.07	I would recommend this workshop to someone else	14	1			
						I would not recommend this workshop to anyone else
1.13	I am glad I attended	13	2			
						I am sorry I attended
1.93	this module cannot be improved	2	12	1		
						this module must be improved

MICHIGAN
Imaging Futuristic Career Guidance Programs
 N = 16

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 3	S 6	N
small group discussion	V 12	S	N
film or other A/V	V 1	S 1	N
group demonstration	V 5	S	N
individual hands-on experience	V 3	S 1	N
question and answer period	V 6	S 3	N

		# of responses for each choice				
Average Rating		1	2	3	4	5
2.	The <u>content</u> material was:					
1.63	applicable to my situation	9	4	3		not applicable to my situation
1.27	innovative	11	4			traditional
1.13	stimulating	14	2			routine
1.44	valuable	10	5	1		not valuable
3.	The <u>coordinator(s)</u> was (were):					
1.13	well prepared	13	2			unprepared
1.31	clear	11	5			unclear
1.20	well organized	12	3			poorly organized
1.19	to the point	13	3			rambling
4.	General reaction to this module:					
1.44	I acquired new knowledge	11	3	2		I acquired no new knowledge
1.31	I would recommend this workshop to someone else	13	1	2		I would not recommend this workshop to anyone else
1.38	I am glad I attended	13		3		I am sorry I attended
2.50	this module cannot be improved		10	5	1	this module must be improved

Imaging Futuristic Career Guidance Goals

INSTRUCTIONAL METHOD

very
effective

some what effective

not
effective

		# of responses for each choice				
Average Rating	2. The <u>content</u> material was:	1	2	3	4	5
1.88	applicable to my situation	6	9	1	1	not applicable to my situation
1.75	innovative	9	4	2	1	traditional
1.71	stimulating	10	4	2	1	routine
1.53	valuable	10	6	1		not valuable

1.29	well prepared	<u>14</u> . <u>2</u> . ____ . <u>1</u> . ____	unprepared
1.76	clear	<u>7</u> . <u>8</u> . <u>1</u> . <u>1</u> . ____	unclear
1.41	well organized	<u>13</u> . <u>3</u> . ____ . ____ . <u>1</u>	poorly organized
1.59	to the point	<u>11</u> . <u>4</u> . ____ . <u>2</u> . ____	rambling

1.35	I acquired new knowledge	<u>13</u> . <u>3</u> . ____ . <u>1</u> . ____	I acquired no new knowledge
1.59	I would recommend this workshop to someone else	<u>10</u> . <u>6</u> . ____ . ____ . <u>1</u>	I would not recommend this workshop to anyone else
1.47	I am glad I attended	<u>12</u> . <u>4</u> . ____ . ____ . <u>1</u>	I am sorry I attended
2.59	this module cannot be improved	<u>1</u> . <u>7</u> . <u>8</u> . ____ . <u>1</u>	this module must be improved

MICHIGAN

Using Change Agent Skills to Manage Career Guidance Program Implementation

N = 22

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 6	S 9	N
small group discussion	V 14	S 3	N
film or other A/V	V	S	N 3
group demonstration	V 5	S	N 2
individual hands-on experience	V 8	S	N 1
question and answer period	V 7	S 2	N 1

Average Rating		# of responses for each choice				
		1	2	3	4	5
1.50	2. The <u>content</u> material was:	14	5	3		
	applicable to my situation					not applicable to my situation
1.73	innovative	9	10	3		traditional
1.59	stimulating	13	5	4		routine
1.36	valuable	16	4	2		not valuable

1.23	3. The <u>coordinator(s)</u> was (were):	19	1	2		
	well prepared					unprepared
1.41	clear	15	5	2		unclear
1.41	well organized	16	3	3		poorly organized
1.27	to the point	19	1	1	1	rambling

1.64	4. General reaction to this module:	14	4	3		1
	I acquired new knowledge					I acquired no new knowledge
1.41	I would recommend this workshop to someone else	16	4	1	1	
						I would not recommend this workshop to anyone else
1.32	I am glad I attended	18	2	1	1	
						I am sorry I attended
2.33	this module cannot be improved	4	9	6	1	1
						this module must be improved

MICHIGAN

Using Change Agent Skills to Manage Career Guidance Program Development

N = 21

INSTRUCTIONAL METHOD

EFFECTIVENESS

	very effective	somewhat effective	not effective
lecture	V 6	S 9	N 2
small group discussion	V 15	S 3	N
film or other A/V	V	S	N 2
group demonstration	V 3	S 3	N 1
individual hands-on experience	V 10	S 1	N
question and answer period	V 7	S 5	N 1

Average Rating		# of responses for each choice					
		1	2	3	4	5	
1.67	applicable to my situation	9	11		1		not applicable to my situation
2.00	innovative	7	8	5	1		traditional
2.10	stimulating	6	9	4	2		routine
1.62	valuable	11	7	3			not valuable

3. The coordinator(s) was (were):

1.33	well prepared	16	3	2			unprepared
1.67	clear	13	6			2	unclear
1.52	well organized	13	6	1	1		poorly organized
1.38	to the point	16	3	1	1		rambling

4. General reaction to this module:

1.90	I acquired new knowledge	10	6	3	1	1	I acquired no new knowledge
1.57	I would recommend this workshop to someone else	12	6	3			I would not recommend this workshop to anyone else
1.43	I am glad I attended	14	5	2			I am sorry I attended
2.57	this module cannot be improved		12	7	1	1	this module must be improved

MICHIGAN
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance
N = 16

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	very effective	somewhat effective	not effective
lecture	V 2	S 5	N
small group discussion	V 7	S 5	N
film or other A/V	V	S 2	N
group demonstration	V 3	S 3	N 1
individual hands-on experience	V 6	S 1	N 1
question and answer period	V 4	S 6	N

		# of responses for each choice				
Average Rating	2. The <u>content</u> material was:	1	2	3	4	5
2.67	applicable to my situation	3	3	5	4	not applicable to my situation
2.93	innovative		5	7	2	1 traditional
2.56	stimulating	3	4	7	1	1 routine
2.47	valuable	3	5	4	3	not valuable
3. The <u>coordinator(s)</u> was (were):						
1.40	well prepared	9	6			unprepared
1.67	clear	6	8	1		unclear
1.40	well organized	9	6			poorly organized
1.44	to the point	10	5	1		rambling
4. General reaction to this module:						
2.75	I acquired new knowledge	4	4	2	4	2 I acquired no new knowledge
2.67	I would recommend this workshop to someone else	3	4	5	1	2 I would not recommend this workshop to anyone else
2.00	I am glad I attended	6	6	1	1	1 I am sorry I attended
3.27	this module cannot be improved		4	4	6	1 this module must be improved

MICHIGAN

*Developing Communication Skills and Program Strategies
in Career Guidance for Ethnic Minorities*

N = 16

INSTRUCTIONAL METHOD

EFFECTIVENESS

	very effective	somewhat effective	not effective
lecture	V 4	S 4	N
small group discussion	V 10	S	N
film or other A/V	V	S	N
group demonstration	V 6	S 2	N
individual hands-on experience	V 5	S 2	N
question and answer period	V 5	S 2	N

of responses
for each choice

Average Rating	2. The <u>content</u> material was:	1	2	3	4	5	
2.13	applicable to my situation	6	4	4	2		not applicable to my situation
2.00	innovative	7	4	3	2		traditional
1.88	stimulating	7	5	3	1		routine
1.81	valuable	8	4	3	1		not valuable

3. The coordinator(s) was (were):

1.44	well prepared	10	5	1			unprepared
1.56	clear	8	7	1			unclear
1.50	well organized	10	4	2			poorly organized
1.56	to the point	9	5	2			rambling

4. General reaction to this module:

1.81	I acquired new knowledge	7	6	2	1		I acquired no new knowledge
1.88	I would recommend this workshop to someone else	8	5	1	1	1	I would not recommend this workshop to anyone else
1.69	I am glad I attended	10	3	2		1	I am sorry I attended
2.50	this module cannot be improved	3	4	7	2		this module must be improved

MISSOURI

Conducting Follow-Up and Follow-Through Programs

N = 15

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 6	S 4	N
small group discussion	V 9	S 2	N
film or other A/V	V	S	N 1
group demonstration	V 3	S	N 1
individual hands-on experience	V 3	S 2	N
question and answer period	V 5	S 2	N

Average Rating	2. The <u>content</u> material was:	# of responses for each choice				
		1	2	3	4	5
1.38	applicable to my situation	9	3	1		
						not applicable to my situation
1.43	innovative	9	4	1		
						traditional
1.86	stimulating	5	6	3		
						routine
1.36	valuable	10	3	1		
						not valuable
	3. The <u>coordinator(s)</u> was (were):					
1.14	well prepared	13		1		
						unprepared
1.29	clear	11	2	1		
						unclear
1.14	well organized	13		1		
						poorly organized
1.36	to the point	10	3	1		
						rambling
	4. General reaction to this module:					
1.43	I acquired new knowledge	9	4	1		
						I acquired no new knowledge
1.29	I would recommend this workshop to someone else	11	2	1		
						I would not recommend this workshop to anyone else
1.21	I am glad I attended	12	1	1		
						I am sorry I attended
2.08	this module cannot be improved	2	8	3		
						this module must be improved

MISSOURI
Conducting Job Placement Programs

N = 15

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 5	S 6	N
small group discussion	V 12	S	N
film or other A/V	V	S	N 2
group demonstration	V 2	S	N 2
individual hands-on experience	V 3	S 2	N 2
question and answer period	V 4	S 2	N

		# of responses for each choice					
Average Rating	2. The <u>content</u> material was:	1	2	3	4	5	
1.43	applicable to my situation	9	4	1			not applicable to my situation
1.64	innovative	6	7	1			traditional
1.79	stimulating	5	7	2			routine
1.29	valuable	11	2	1			not valuable

		# of responses for each choice					
Average Rating	3. The <u>coordinator(s)</u> was (were):	1	2	3	4	5	
1.20	well prepared	13	1	1			unprepared
1.21	clear	12	1	1			unclear
1.21	well organized	12	1	1			poorly organized
1.14	to the point	12	2				rambling

		# of responses for each choice					
Average Rating	4. General reaction to this module:	1	2	3	4	5	
1.33	I acquired new knowledge	12	2		1		I acquired no new knowledge
1.21	I would recommend this workshop to someone else	12	1	1			I would not recommend this workshop to anyone else
1.21	I am glad I attended	12	1	1			I am sorry I attended
2.08	this module cannot be improved	2	8	3			this module must be improved

MISSOURI
Conducting Job Development Programs
N = 15

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	very effective	somewhat effective	not effective
lecture	V 6	S 8	N
small group discussion	V 12	S 3	N
film or other A/V	V 11	S 3	N
group demonstration	V 6	S 4	N 1
individual hands-on experience	V 5	S 6	N
question and answer period	V 5	S 6	N

		# of responses for each choice				
Average Rating	2. The <u>content</u> material was:	1	2	3	4	5
1.43	applicable to my situation	10	3	1		
1.67	innovative	7	6	2		
1.80	stimulating	6	6	3		
1.47	valuable	10	3	2		

		# of responses for each choice				
		1	2	3	4	5
1.07	well prepared	14	1			
1.27	clear	11	4			
1.07	well organized	14	1			
1.20	to the point	12	3			

		# of responses for each choice				
		1	2	3	4	5
1.27	I acquired new knowledge	12	2	1		
1.20	I would recommend this workshop to someone else	13	1	1		
1.20	I am glad I attended	13	1	1		
2.64	this module cannot be improved		8	4	1	1

MISSOURI
Planning Pre-Employment Programs
N = 15

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 3	S 11	N
small group discussion	V 14	S 1	N
film or other A/V	V 5	S 9	N
group demonstration	V 5	S 1	N 1
individual hands-on experience	V 6	S 3	N
question and answer period	V 3	S 7	N

Average Rating		# of responses for each choice				
		1	2	3	4	5
2.1.33	The <u>content</u> material was:					
	applicable to my situation	11	3	1		
	not applicable to my situation					
2.00	innovative	6	4	2	2	
	traditional					
1.93	stimulating	5	5	4		
	routine					
1.43	valuable	10	2	2		
	not valuable					
3.	The <u>coordinator(s)</u> was (were):					
1.27	well prepared	12	2	1		
	unprepared					
1.43	clear	10	2	2		
	unclear					
1.21	well organized	12	1	1		
	poorly organized					
1.29	to the point	11	2	1		
	rambling					
4.	General reaction to this module:					
1.47	I acquired new knowledge	11	2	1	1	
	I acquired no new knowledge					
1.43	I would recommend this workshop to someone else	10	2	2		
	I would not recommend this workshop to anyone else					
1.36	I am glad I attended	11	1	2		
	I am sorry I attended					
2.54	this module cannot be improved		7	5	1	
	this module must be improved					

MISSOURI
Developing Effective Public Relations
N = 15

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	very effective	somewhat effective	not effective
lecture	V 7	S 4	N
small group discussion	V 7	S 3	N
film or other A/V	V	S	N 1
group demonstration	V 1	S 7	N 2
individual hands-on experience	V 2	S 3	N
question and answer period	V 4	S 3	N

		# of responses for each choice				
Average Rating	2. The <u>content</u> material was:	1	2	3	4	5
1.20	applicable to my situation	13	1	1		not applicable to my situation
1.53	innovative	8	6	1		traditional
1.60	stimulating	9	3	3		routine
1.53	valuable	10	2	3		not valuable

3. The coordinator(s) was (were):

1.33	well prepared	11	3	1		unprepared
1.33	clear	11	3	1		unclear
1.53	well organized	8	6	1		poorly organized
1.33	to the point	11	3	1		rambling

4. General reaction to this module:

1.77	I acquired new knowledge	12	2	1		I acquired no new knowledge
1.20	I would recommend this workshop to someone else	13	1	1		I would not recommend this workshop to anyone else
1.20	I am glad I attended	13	1	1		I am sorry I attended
2.47	this module cannot be improved	2	5	7	1	this module must be improved

AIR
Providing Guidance Services for the Elderly

N = 14

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 3	S 5	N
small group discussion	V 10	S 1	N
film or other A/V	V	S 3	N
group demonstration	V 8	S 1	N
individual hands-on experience	V 5	S 2	N
question and answer period	V 6	S 5	N

		# of responses for each choice				
Average Rating	2. The <u>content</u> material was:	1	2	3	4	5
2.36	applicable to my situation	6	2	3	1	2
	not applicable to my situation					
2.15	innovative	4	5	2	2	
	traditional					
2.23	stimulating	4	3	5	1	
	routine					
1.93	valuable	6	3	5		
	not valuable					
3. The <u>coordinator(s)</u> was (were):						
1.14	well prepared	12	2			
	unprepared					
1.92	clear	7	2	2	2	
	unclear					
1.43	well organized	9	4	1		
	poorly organized					
1.69	to the point	8	2	2	1	
	rambling					
4. General reaction to this module:						
2.14	I acquired new knowledge	6	3	2	3	
	I acquired no new knowledge					
2.23	I would recommend this workshop to someone else	6	2	1	4	
	I would not recommend this workshop to anyone else					
1.79	I am glad I attended	8	2	3	1	
	I am sorry I attended					
3.00	this module cannot be improved		4	4	4	
	this module must be improved					

AIR

Providing Guidance Services to Students with Physical Disabilities

N = 12

INSTRUCTIONAL METHOD

EFFECTIVENESS

	very effective	somewhat effective	not effective
lecture	V 4	S 4	N 2
small group discussion	V 4	S 5	N 1
film or other A/V	V 6	S 3	N 1
group demonstration	V 2	S 5	N 2
individual hands-on experience	V 2	S 2	N 2
question and answer period	V 3	S 5	N 2

		# of responses for each choice				
Average Rating		1	2	3	4	5
2.33	2. The <u>content</u> material was: applicable to my situation	3	5	1	3	not applicable to my situation
2.91	innovative	1	3	5	2	traditional
2.67	stimulating	2	4	3	2	1 routine
2.42	valuable	3	3	4	2	not valuable

3. The coordinator(s) was (were):

2.00	well prepared	4	3	4	unprepared
2.27	clear	3	3	4	1 unclear
1.83	well organized	4	6	2	poorly organized
2.09	to the point	4	3	3	1 rambling

4. General reaction to this module:

2.33	I acquired new knowledge	<u>3</u> . <u>6</u> . ____ . <u>2</u> . <u>1</u>	I acquired no new knowledge
2.67	I would recommend this workshop to someone else	<u>3</u> . <u>2</u> . <u>4</u> . <u>2</u> . <u>1</u>	I would not recommend this workshop to anyone else
2.27	I am glad I attended	<u>4</u> . ____ . <u>7</u> . ____ . ____	I am sorry I attended
3.91	this module cannot be improved	____ . ____ . <u>3</u> . <u>6</u> . <u>2</u>	this module must be improved

AIR
Providing Career Guidance for Young Women
N = 25

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 5	S 17.	N 1
small group discussion	V 16	S 9	N
film or other A/V	V	S 4	N 2
group demonstration	V 9	S 6	N 1
individual hands-on experience	V 9	S 4	N 1
question and answer period	V 5	S 12	N 2

<u>Average Rating</u>	2. The <u>content</u> material was:	# of responses for each choice					
		1	2	3	4	5	
2.16	applicable to my situation	12.	3.	4.	6.		not applicable to my situation
2.28	innovative	4.	13.	6.	1.	1	traditional
2.60	stimulating	2.	11.	9.	1.	2	routine
2.12	valuable	7.	13.	1.	3.	1	not valuable

3. The <u>coordinator(s)</u> was (were):							
1.48	well prepared	16.	6.	3.			unprepared
1.64	clear	11.	12.	2.			unclear
1.68	well organized	11.	12.	1.	1.		poorly organized
1.92	to the point	10.	8.	6.	1.		rambling

4. General reaction to this module:							
2.24	I acquired new knowledge	4.	13.	6.	2.		I acquired no new knowledge
2.84	I would recommend this workshop to someone else	2.	8.	9.	4.	2	I would not recommend this workshop to anyone else
2.64	I am glad I attended	4.	7.	9.	4.	1	I am sorry I attended
3.40	this module cannot be improved		3.	10.	11.	1	this module must be improved

AIR
Helping Students Develop Career Decision Making Skills

N = 13

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 6	S 4	N
small group discussion	V 11	S 2	N
film or other A/V	V	S	N
group demonstration	V 6	S 1	N
individual hands-on experience	V 11	S 1	N
question and answer period	V 6	S 4	N

Average Rating	2. The <u>content</u> material was:	# of responses for each choice				
		1	2	3	4	5
1.69	applicable to my situation	8	2	2	1	not applicable to my situation
2.08	innovative	2	8	3		traditional
1.85	stimulating	3	9	1		routine
1.62	valuable	5	8			not valuable

3. The <u>coordinator(s)</u> was (were):						
1.3	well prepared	9	4			unprepared
1.46	clear	7	6			unclear
1.31	well organized	9	4			poorly organized
1.46	to the point	7	6			rambling

4. General reaction to this module:						
1.92	I acquired new knowledge	4	6	3		I acquired no new knowledge
1.77	I would recommend this workshop to someone else	4	8	1		I would not recommend this workshop to anyone else
1.62	I am glad I attended	7	4	2		I am sorry I attended
2.75	this module cannot be improved		5	6	1	this module must be improved

AIR

Helping Students Explore Work and Leisure Options

N = 11

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	<u>very effective</u>	<u>somewhat effective</u>	<u>not effective</u>
lecture	V 7	S 2	N
small group discussion	V 9	S 1	N
film or other A/V	V	S	N
group demonstration	V 5	S	N
individual hands-on experience	V 6	S	N
question and answer period	V 5	S 4	N

Average Rating	2. The <u>content</u> material was:	# of responses for each choice				
		1	2	3	4	5
1.55	applicable to my situation	6	4	1		
2.36	innovative	1	5	5		
2.09	stimulating	3	5	2	1	
1.64	valuable	4	7			

not applicable to my situation

traditional

routine

not valuable

3. The coordinator(s) was (were):

1.36	well prepared	8	2	1		
1.55	clear	6	4	1		
1.20	well organized	8	2			
1.18	to the point	9	2			

unprepared

unclear

poorly organized

rambling

4. General reaction to this module:

1.91	I acquired new knowledge	4	5	1	1	
1.64	I would recommend this workshop to someone else	4	7			
1.64	I am glad I attended	5	5	1		
2.80	this module cannot be improved		4	4	2	

I acquired no new knowledge

I would not recommend this workshop to anyone else

I am sorry I attended

this module must be improved

AIR

Developing and Conducting In-Service Staff Development

N = 16

INSTRUCTIONAL METHOD	EFFECTIVENESS		
	very effective	somewhat effective	not effective
lecture	V 3	S 8	N
small group discussion	V 11	S 3	N
film or other A/V	V 2	S 5	N 1
group demonstration	V 5	S 4	N
individual hands-on experience	V 1	S 1	N 1
question and answer period	V 3	S 9	N

Average Rating	2. The <u>content</u> material was:	# of responses for each choice					
		1	2	3	4	5	
2.75	applicable to my situation	2	7	1	5	1	not applicable to my situation
3.13	innovative		4	6	4	1	traditional
2.75	stimulating	2	5	5	3	1	routine
2.19	valuable	4	5	7			not valuable

3. The <u>coordinator(s)</u> was (were):							
1.60	well prepared	9	3	3			unprepared
1.63	clear	8	6	2			unclear
1.69	well organized	9	4	2	1		poorly organized
1.69	to the point	8	5	3			rambling

4. General reaction to this module:							
2.31	I acquired new knowledge	3	7	4	2		I acquired no new knowledge
2.50	I would recommend this workshop to someone else	3	4	7	2		I would not recommend this workshop to anyone else
2.25	I am glad I attended	4	5	6	1		I am sorry I attended
3.60	this module cannot be improved		2	5	5	3	this module must be improved